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ABSTRACT

The Office of Research and Evaluation of the Austin Independent School District TX annually collects dropout statistics for grades 7 through 12. This report contains various summaries and more detailed breakdowns for rates from 1985-86 to 1992-93. The class of 1993 had a 4-year dropout rate of 23.3%, the lowest rate in the last 5 years. Except for the class of 1992, this is consistent with previous decreasing trends. The annual dropout rate for grades 7 and 8 has been decreasing since 1984-85, reaching 3.7% in 1992-93. Hispanics have the highest dropout rate of any ethnic group in Austin's schools. The annual high school rate increased in 1992-93 for the first time since 1987-88. The class of 1994 has a 3-year dropout rate of 19.3%, which is higher than the 3-year rate for the class of 1993. While the long-term dropout rate improved, the annual rate remained above 6% and did not improve in 1992-93, meaning that most of the district's schools are at the clearly unacceptable rate of the Texas Education Agency's Academic Excellence Indicator System. Eighteen figures, and 4 attachments with 12 tables present evaluation findings. (Contains 41 references.) (SLD)

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ED 379 307

1992-93
Dropout Report

Austin Independent School District
Austin, Texas
April, 1994

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DEFINITIONS and FORMULAS

Dropout:
A student is reported as a dropout if the individual is absent for a period of 30 or more consecutive school days without approved excuse or documented transfer, or fails to reenroll by the end of the first six weeks of the following school year without completion of a high school program.

Cohort:
A group of students observed through a number of years (e.g., all students who entered seventh grade for the first time in 1988-89). This is a closed group (i.e., no students are added to this group). This term is used in relation to longitudinal calculations.

School-year rate:
The percentage of students who drop out of school DURING THE SCHOOL YEAR.

$$\text{School-year rate} = \frac{\text{All students who dropped out during the period}}{\text{All students who were enrolled during the period}}$$

Example: Counting from September 1, 1988 to June 1, 1989

Annual (yearly) rate:
The percentage of students who drop out of school DURING A SINGLE PERIOD OF 12 MONTHS.

$$\text{Annual (yearly) rate} = \frac{\text{All students who dropped out during the period}}{\text{All students who were enrolled during the period}}$$

Example: Counting from September 1, 1988 to September 1, 1989

Longitudinal (cohort or group) rate:
The percentage of students who drop out of school from a single group that has been followed over a period of time.

$$\text{Longitudinal rate} = \frac{\text{All students who dropped out during the period}}{\text{All students in this closed group}}$$

Example: Counting from the year the group was in 9th grade to the year the rate is calculated.

If the reader of this report compares the numbers and dropout rates reported here with those reported before 1990-91, the reader will find differences. The changing nature of statewide dropout reporting required retroactive recalculation of numbers. However, reports from 1990-91 up to this year contain comparable results.

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1992-93 Dropout Report

Executive Summary

Austin Independent School District
Office of Research and Evaluation

Author: Mario Sanchez

Program Description:

The Office of Research and Evaluation (ORE) annually collects dropout statistics for grades 7-12 in AISD. This report contains various summaries of dropout information as well as more detailed breakdowns.

Dropout statistics are reported in terms of annual rates (dropouts during the period of a year) as well as longitudinal rates (dropouts over time for a particular group). This report contains high school rates for years 1985-86 to 1992-93.

Grades 7-8 annual rates are reported for the years 1985-86 to 1992-93, and longitudinal rates for the years 1986-87 to 1992-93. Other ORE reports contain dropout statistics as early as 1983-84.

Major Findings:

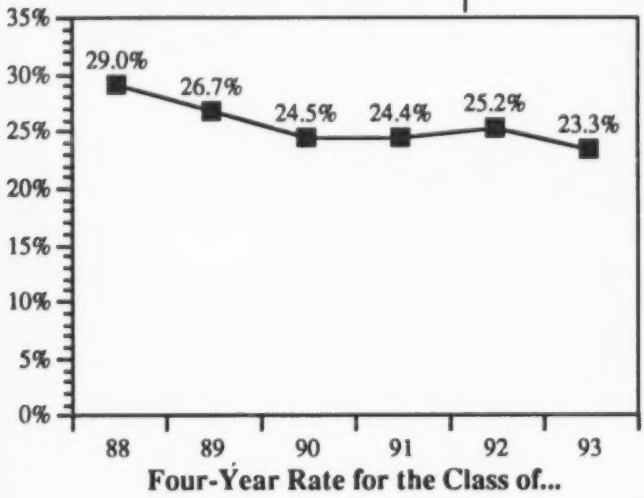
- The class of '93 had a four-year dropout rate of 23.3%. This is the lowest rate in the last five years. Except for the class of '92, this is consistent with the previous decreasing trends (Page 23).
- The grades 7-8 annual dropout rate has been decreasing since 1984-85. The annual rate has again decreased from 3.8% in 1991-92 to 3.7% in 1992-93 (Page 27). Hispanics have the highest dropout rate for 1992-93 (5.1%) (Page 27).
- The 1992-93 high school (9-12) annual dropout rate increased for the first time since 1987-88 (Page 15). The 9-12 annual dropout rate for 1992-93 was 9.8%. Hispanics had the highest annual dropout rate for 1992-93 (14.1%) (Page 15).
- The class of '94 has a three-year dropout rate (19.3%) higher than the class of '93 (17.2%) (Page 23).

Implications:

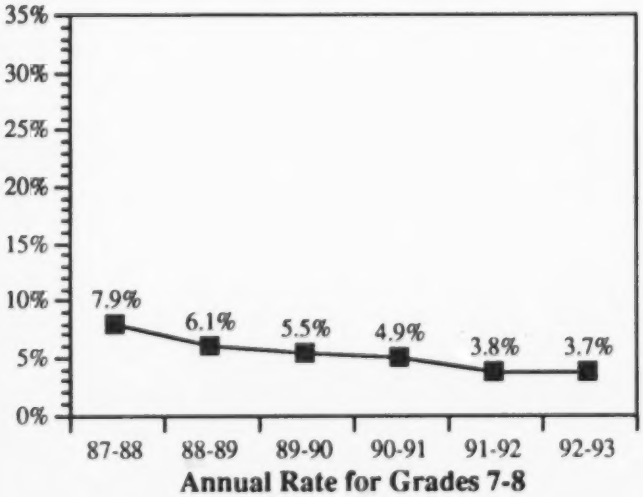
The District's long-term dropout problem has improved, but because the annual dropout rate is above 6% and did not improve in 1992-93, most of AISD's high schools continue to be at the CLEARLY UNACCEPTABLE level of TEA's Academic Excellence Indicator System (AEIS), which is used for accreditation.

Recommendations:

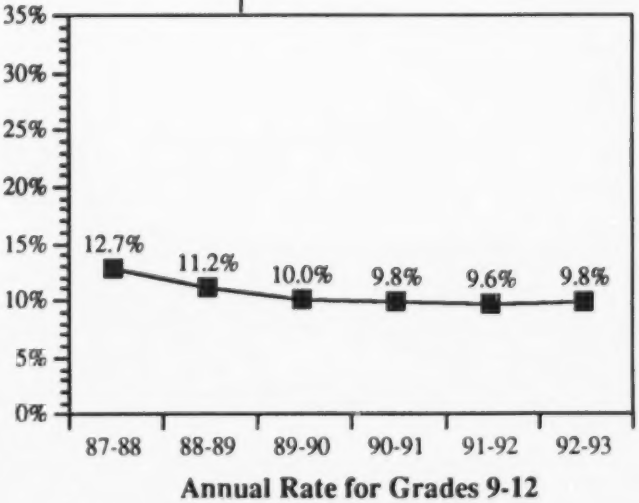
The District must continue to develop and improve dropout prevention programs and practices.



Four-Year Rate for the Class of...



Annual Rate for Grades 7-8



Annual Rate for Grades 9-12

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INTRODUCTION

WHAT IS AISD'S DROPOUT RATE?

There may be no question more frequently asked about AISD by education professionals, the media, and the general public than this one: "What is AISD's dropout rate?" This is a question for which there are several different--and correct--answers, depending on the context the inquirer has in mind.

Some high school examples may help clarify these differences.

- If someone wants to know how many high school students drop out during a school year, then that number is typically around 10% and is called the school-year dropout rate.

- If someone wants to know how many students drop out during the standard four years of high school, then that number is typically around 25% and is called the longitudinal rate.

Because educators and the public ask their questions about dropout rates in many different ways, there are many more than these two definitions of dropout rate.

The Office of Research and Evaluation (ORE) calculates a school-year dropout rate, an annual rate, and a longitudinal rate for grades 9-12 and for grades 7-8. These rates are calculated overall and for each ethnic group.

- The school-year dropout rate is the rate for students who dropped out during the nine-month school year from September to June.

- The annual rate is the rate for those students who dropped out during the entire twelve-month period from September to September. The annual rate adds in the summer dropouts but also subtracts those school-year dropouts who transferred, graduated, or returned to school at the end of summer.

- The longitudinal rate is probably the rate that most inquirers have in mind when they ask for a dropout rate. It is the rate of students who drop out over their high school career. It is calculated by tracking the students individually from the time they first enter ninth (or seventh) grade over a period of years. (See formulas on front inside cover.)

Although it may not be immediately apparent, the sum of the annual rates is not equal to the longitudinal rate. The cross-sectional annual rate is calculated across multiple grades. The longitudinal rate is calculated for a single grade across time.

This report provides dropout rates for eight school years, 1985-86 through 1992-93. For a number of years, annual dropout numbers have been calculated as of the end of the first six weeks of the following school year. This is done in order to include summer dropouts, summer transfers, and summer graduates. Previous to this, an annual school-year dropout number was calculated as of July 1. For the purpose of comparison across years, school-year dropout numbers as of July 1 are included in the 1992-93 Dropout Technical Report (ORE Publication No. 93.B).

The Texas Education Agency has established a State standard of 1% for the annual dropout rate. Schools and districts meeting this standard are considered to be excellent. In the summer of 1993, the commisioner of education published the commisioner's revised criteria of 3.5% as a level below which schools would be recognized as effective. Schools and districts with annual dropout rates between 3% and 6% are accredited, and schools and districts with annual dropout rates higher than 6% are considered to have "unacceptable performances."

DEFINITION AND METHOD

The definition of a dropout has not changed over time. A dropout is a student who has withdrawn from AISD and whose records have not been requested by another school or district.

In July 1986, a longitudinal computerized database (the Secondary Student Longitudinal File, or SSLF) was constructed. The SSLF enables us to answer questions about the enrollment status of any group of students at any point in time, beginning with the 1983-84 school year for high school students and the 1985-86 school year for seventh and eighth graders.

Our method for assigning dropout status codes is as follows:

- Each year's cohort includes all students enrolled in an AISD high school at any time during the school year.
- Any student who withdraws from AISD is first considered a dropout.
- If the student's records are requested by a district, school, or other institution offering a high school diploma, the student is judged to be pursuing an education and his/her classification is changed from "dropout" to "transfer." For more details on this point see next page.
- In the fall following each school year, a dropout status is assigned to each student on the file. Possible statuses are:
  - Currently enrolled as of September 15.
  - School-year dropout (withdrew during a school year, with no records requested by the end of the first six weeks).
  - School-year transfer (withdrew, records requested).
  - Graduated.
  - Died (while a student, not after dropping out).
  - Summer dropout (completed a school year, but did not enroll in the fall by September 15, and no records requested by the end of the first six weeks).
  - Summer transfer (completed a school year, did not enroll in fall, records requested).

The annual dropout rate is calculated by dividing the total number of dropouts (school year plus summer) by the total enrollment. This can be done for any subgroup of interest.

COUNTING 7th-8th GRADE DROPOUTS

ORE has reported annual dropout rates for grades 7-8 for several years, but we have always urged that they be interpreted very cautiously because their accuracy is questionable. The problem is that junior high schools do not always request transcripts for their incoming students, probably because graduation credits are not an issue at that level. Hence, the number of students in grades 7-8 counted as transfers may be lower than the actual number of transfers, possibly resulting in an unreliably high dropout rate.

During 1986-87 steps were taken to assess the extent of this problem and to increase the accuracy of the 7th-8th grade numbers. After the extent of the problem was assessed, the first step taken was to emphasize to the schools that a written request for any records, not just a transcript, constituted valid evidence that the student was enrolled and should be reported to ORE. The second step was to supply the junior high schools (and now middle schools) with postcards to give to students who withdrew. The student was to be told to give the card to an official at the school in which he or she enrolled. The official was to indicate that the student had enrolled, sign and date the card, and mail it to the student's former school. It was hoped that this would reduce the "false dropout" rate. (For a full discussion of this issue, see the 1987-88 Annual Performance Report, Pub. No. 87.M01.)

DOCUMENTATION OF STUDENT TRANSFER OUT OF DISTRICT

Until 1988-89 an official transcript request was the only accepted evidence that a high school student was attending a school outside the District. An official transcript request or a written request for any records was evidence that a grade 7 or 8 student was attending a school outside the District.

During the 1988-89 school year, under Texas Education Agency (TEA) guidelines, two additional methods of documenting a student's transfer out of the District were approved. The new methods are:

1. A parent's signed statement of intent to enroll the student outside of the District.

2. Confirmation of the student's transfer out of the District obtained by an AISD school official.

Two new forms were developed in response to the guidelines, and the previously used postcard was revised. (For further information, see Documentation of Student Transfer Outside of District, ORE Publication Letter 88.K.)

Documentation of student transfers out of the District is recorded on a computer file. Prior to the 1991-92 school year, ORE made all entries to the file based upon paper documentation received from campuses. Since 1991-92, entries to the computer file have been made by each campus. The amount of documentation received and entered on the file has increased each year (for more detail, see 1990-91 Dropout Report, ORE Publication No. 91.12, p. 3).

PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS)

This is the sixth year of the mandatory statewide data collection system. Dropout numbers are part of that data submission. The calculations of the dropout rate from the PEIMS data submission and the numbers submitted to PEIMS for AISD are on the next two pages. PEIMS uses a different cutoff date for reenrollment in the fall after a student has dropped out the previous school year and also uses a later date for transcript requests to be received; therefore, the PEIMS dropout numbers will vary from those given later in this report. The numbers presented in Figure 1 are the number of dropouts in 1992 submitted to PEIMS from AISD in the fall 1993-94 data collection. Figure 2 shows the breakdown of dropouts by grade, ethnicity, and special education.

In 1991-92, AISD submitted a dropout number of 1,958 to PEIMS. However, the 1991-92 number reported by PEIMS was slightly different because 11 dropouts that AISD reported were found in other districts in Texas. PEIMS reported that AISD had 1,947 (7.8%) dropouts in 1991-92. AISD expects that some of the 1,919 dropouts reported for the 1992-93 school year will be found enrolled in other districts, thus lowering the 1992-93 dropout rate.

Dropout rates as reported by PEIMS (with adjustments made by TEA after locating AISD's dropouts in other Texas districts) are the rates used by the State's accountability and accreditation system.

FIGURE 1

Dropouts Reported to PEIMS

	87-88	88-89	89-90	90-91	91-92	92-93	1-Year Change		Longitudinal Change	
Grades 7-8	647	499	418	360	330	263	-67	-20%	-384	-59%
Grades 9-12	1,992	1,856	1,601	1,511	1,628	1,656	+28	+2%	-336	-17%
Total	2,639	2,355	2,019	1,871	1,958	1,919	-39	-2%	-720	-27%

FIGURE 2

TEXAS EDUCATION AGENCY
Dropout Students by Grade and Ethnicity
Fall 1993-94 Collection
District: 227 901

STUDENT DROPOUT RECORDS: 1,919

Grade	Native American	Asian	African American	Hispanic	White	Total	Sp. Ed.
07	0 0.00%	4 0.20%	26 1.35%	62 4.14%	31 1.61%	123 6.40%	16 0.83%
08	0 0.00%	0 0.00%	27 1.40%	81 4.22%	32 1.66%	140 7.29%	12 0.62%
09	3 0.15%	8 0.41%	180 9.37%	432 22.51%	140 7.29%	763 39.76%	25 1.30%
10	1 0.05%	4 0.20%	88 4.58%	164 8.54%	86 4.48%	343 17.87%	5 0.26%
11	1 0.04%	5 0.26%	69 3.59%	91 4.74%	98 5.10%	264 13.75%	3 0.15%
12	0 0.00%	18 0.93%	87 4.53%	97 5.05%	84 4.37%	286 14.90%	3 0.15%
Totals	5 0.26%	39 2.03%	477 24.85%	927 48.30%	471 24.54%	1919 100.00%	64 3.33%

PEIMS Information

BEING IDENTIFIED AS AT RISK & DROPPING OUT

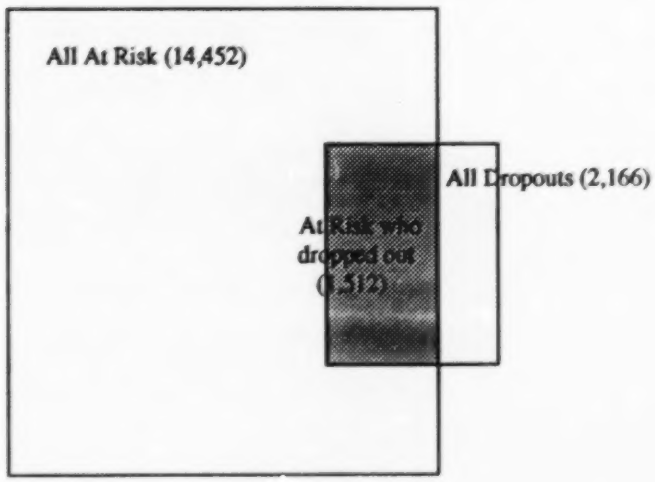
There is an undeniable connection between those students identified as "at risk" and those who finally drop out -- the term refers, after all, to "those at risk of dropping out of school." In the past ORE has published a separate report on the characteristics of the at-risk students-- the last of which was the 1991-92 At-Risk Report. The at-risk information included in the present report does not attempt to replace the information that a full report should cover. This report presents the relationship between students identified as at risk of dropping out and the students who actually drop out.

Dropping out of school can be seen not as a phenomenon but as the consequence of an accumulation of factors. A student typically does not drop out of school in a vacuum. There are factors that, with various degrees of success, determine if a student will or will not drop out of school. Examples of these factors are the students' socioeconomic background, ethnic group, academic performance, and family environment. Regardless of our ability to change these factors, the first step in preventing students from dropping out must be the identification of those who have these indicators.

The identification of at-risk students includes errors of two types: students identified as at risk who do not drop out, and students not identified as at risk who do drop out. The following diagram (Figure 3) represents students identified as at risk and those who actually drop out. The lack of a better overlap between these two sets is the result of our inability to precisely identify the characteristics of those who will finally drop out.

Being identified as at risk is a flexible concept while being a dropout is not. For example, the number of 1990-91 dropouts will not change because the definition of dropouts does not change; the student

FIGURE 3
Students identified as at risk and those who actually drop out.



The sets of those as at risk, those who dropped out, and their intersection.
The data for this diagram appears in Figure 4. (The geometric shapes are proportionally correct to the actual numbers.)

left school without receiving a diploma. But the number of those identified at risk that year would be different if the criteria to identify them changed. In order to use objective criteria to do the identification, the data from previous years are used to compile a set of factors to identify those who were at risk in a given year. Those factors are then used to *predict* ex post facto which students actually dropped out that year. This procedure is used to refine the factors to identify as at risk the largest percentage of those who actually dropped out in that given year. One of the greatest advantages of using data from a previous year is that, knowing who dropped out, it is possible to see very clearly how good the prediction is. When the prediction is poor, the predicting factors are reviewed, new ones are selected, some are added and/or removed, until there is a clear improvement in the prediction. With a good set of predictors, it is possible to turn to the current student population and identify those who are at higher risk of dropping out before they actually do.

Of those students identified, not all are at the same risk; on one extreme, there will be some who have all the characteristics observed in previous dropouts; on the other extreme, there will be some students with one or two of these characteristics. Still, of the students with all the characteristics, not all will drop out (the actual numbers will be discussed later). The proportion of those students who had any number of the characteristics, and who dropped out, is used as the probability that someone with the same characteristics will drop out in the future.

Each student in each group, even those with very few factors, has a given probability of dropping out. It can be seen that the prediction of who will drop out--the identification of being at risk--could be restricted to include only those with the highest probabilities of dropping out. While this practice increases the proportion of those who having been identified as at risk actually dropped out, it also increases the number of those who dropped out and were never identified as at risk; this practice is called underestimation. On the other hand, the identification of everybody with the slightest probability of being at risk will result in overestimation: everybody who eventually dropped out was correctly identified as at risk, but so did many more who never dropped out. These two questions entail psychological and political ramifications.

Next in this report there are some statistics about two groups: those identified as at risk and those reported as dropouts, and the way these two sets intersect with each other. Several tables were created that include: the count of at-risk students in the District, those who were at risk and actually dropped out, those who were at risk and did not drop out, those who were never identified and did drop out (Figure 4). These groups are in turn broken down by grade, ethnicity and sex. The decision was made to include the data with no percentages considering that those ratios that could be interesting to somebody will not necessarily be of interest to the next person. Included also is a table with a breakdown by criteria component (Figure 5), a table of at-risk frequencies for elementary school (Figure 6), elementary schools frequencies by criteria component (Figure 7), a table of frequencies and interactions by at-risk categories for secondary school (Figure 8) and the same table for elementary school (Figure 9).

In discussing some of the data included in Figure 4, note that, out of those who dropped out (2,166), approximately two thirds (1,512 or 69.8%) were identified, while the rest (654 or 30.2%) dropped out without any previous indication according to current criteria. Also notice that, of all those identified as at-risk (14,452) only one tenth (1,512 or 10.5%) actually dropped out. One can infer that the criteria being used to identify at-risk students is working only partially.

There must be a better set of factors (criteria) to identify at-risk students than the set currently in place. We see the need for a selection of new criteria as a high priority; such selection must be the result of an objective process. The best way is one where the set of factors is selected from those most prominently describing the students who had historically dropped out of school. We have set the goal of producing such criteria based in existing data and statistical procedures, and expect to introduce it in the next at-risk and dropout report.

FIGURE 4

Relationship between the set of those identified as At Risk (1992) and the set of those who dropped out (1993).
SECONDARY [Enrollment=31,568]

	AISD enrollment	At Risk	Identified as At Risk		Never identified as At Risk who dropped out
			Who did not drop out	Who dropped out	
Grade 6	5,201				
Grades 7-8	10,493	4,972	4,776	196	195
Grades 9-12	15,874	9,480	8,164	1,316	459
Grade					
6	5,201				
7	5,513	2,275	2,181	94	110
8	4,980	2,697	2,595	102	85
9	5,719	3,704	3,066	638	179
10	3,834	2,541	2,282	259	98
11	3,290	1,808	1,592	216	95
12	3,031	1,427	1,224	203	87
Ethnicity					
Native American	77	47	42	5	
Asian	719	269	238	31	Note
African American	6,031	3,890	3,458	432	
Hispanic	10,712	6,122	5,353	769	
White	14,029	4,124	3,849	275	
Sex					
Male	15,884	7,619	6,800	819	Note
Female	15,684	6,833	6,140	693	
Total (for each cell above)	31,568	14,452	12,940	1,512	654

Note: Due to the way in which records were kept for those who dropped out of AISD in previous years, there is no available information for these students.

FIGURE 5

Relationship between the set of those identified as At Risk (1992) and the set of those who dropped out (1993).
By criteria component.
SECONDARY [Enrollment=31,568]

	At Risk	Identified as At Risk who dropped out	Identified as At Risk who did not drop out
N (Note 1)	14,452	1,512	12,940
Overage 2+ years	3,098	1,001	2,097
Overage 1 year (Note 2)	4,072	345	3,727
Reading Achievement	4,635	420	4,215
Mathematics Achievement	4,048	402	3,646
TEAMS/TAAS Reading	7,087	640	6,447
TEAMS/TAAS Mathematics	9,073	801	8,272
TEAMS/TAAS Writing			
Composition	4,069	405	3,664
Writing	2,852	284	2,568
2 or more F's	1,236	335	901

Note 1: The N is the total number of students at risk. Each cell does not add up to this number necessarily (e.g., not all 14,452 At-Risk students had two or more F's, only 1,236 did). This is a duplicated count (i.e., students are counted in more than one category).

Note 2: Not an at-risk criterion. It is included here just for information purposes.

FIGURE 6

Identified as At Risk (1992)
ELEMENTARY [Enrollment=39,445]

	AISD enrollment	At Risk
Grade		
EC	444	
EK	2,414	
K	6,057	
1	6,087	1,149
2	6,181	2,830
3	5,874	2,431
4	5,822	3,207
5	5,726	3,226
6 (elementary)	840	
6 (middle school)	5,201	3,299 (both)
Ethnicity		
Native American	96	45
Asian	812	482
African American	7,156	3,405
Hispanic	15,131	9,516
White	16,250	4,337
Sex		
Male	20,189	9,571
Female	19,256	8,214
Total (for each cell above)	39,445	17,785

FIGURE 7

Identified as At Risk (1992)
By criteria component.
[ELEMENTARY Enrollment=39,445]

	N (Note 1)
Overage 2+ years	322
Overage 1 year (Note 2)	4,980
Reading Achievement	5,700
Mathematics Achievement	5,618
TEAMS/TAAS Reading	3,517
TEAMS/TAAS Mathematics	3,353
TEAMS/TAAS Writing	
Composition	2,481
Writing	2,053

Note 1: This is a duplicated count (i.e., students are counted in more than one category).

Note 2: Not an at-risk criterion. It is included here just for information purposes.

FIGURE 8

RELATIONSHIP BETWEEN THE SET OF THOSE IDENTIFIED AS AT RISK AND THE SET OF THOSE WHO DROPPED OUT. BY CATEGORY. UNDUPLICATED COUNT.

SECONDARY (enrollment = 30,309)

Risk Category	Risk Factor	N	Identified Who Dropped Out	Identified Who Did Not Drop
1	Age	996	286	710
2	Reading Achievement	455	22	433
3	Mathematics Achievement	374	18	356
4	2 F's	135	18	117
5	TEAMS/TAAS Reading	583	17	566
6	TEAMS/TAAS Mathematics	1,306	30	1,276
7	TEAMS/TAAS Writing	208	10	198
8	TEAMS/TAAS Writing Composition	694	20	674
9	Age, Read Achievement or Math Achievement	165	35	130
10	Age, 2 F's	191	70	121
11	Age, TEAMS/TAAS (any)	650	273	377
12	Math Achievement or Read Achievement & 2 F's	40	2	38
13	Math Achievement or Read Achievement & TEAMS/TAAS (any)	3,705	177	3,528
14	2 F's. TEAMS/TAAS (any)	131	20	111
15	Age, Math Achievement or Read Achievement, & 2 F's	51	14	37
16	Age, Math Achievement or Read Achievement & TEAMS/TAAS (any)	534	141	393
17	Age, 2 F's. & TEAMS/TAAS (any)	283	110	173
18	Age, Math Achievement & Reading Achievement	228	72	156
19	Math Achievement & Reading Achievement	412	22	390
20	TEAMS/TAAS (two)	3,134	126	3.008
21	Mathematics Achievement or Reading Achievement, 2 F's & TEAMS/TAAS (any)	177	29	148
	N	14,452	1,512	12,940

*Unduplicated count means student is in one and only one category.

FIGURE 9

COUNT OF THOSE IDENTIFIED AS AT RISK.
BY CATEGORY. UNDUPLICATED COUNT*.

ELEMENTARY (enrollment = 39,445)

Risk Category	Risk Factor	N
1	Age	2,237
2	Reading Achievement	1,050
3	Mathematics Achievement	1,174
5	TEAMS/TAAS Reading	203
6	TEAMS/TAAS Mathematics	320
8	TEAMS/TAAS Writing	330
9	TEAMS/TAAS Writing Composition	596
10	Age, Reading Achievement or Mathematics Achievement	589
12	Age, TEAMS/TAAS (any)	562
14	Mathematics Achievement or Reading Achievement TEAMS/TAAS (any)	2,146
17	Age, Mathematics Achievement or Reading Achievement & TEAMS/TAAS (any)	792
20	Mathematics Achievement & Reading Achievement	1,227
21	TEAMS/TAAS (two)	675
24	LEP only	3,815
26	LEP and any other factor	1,979
	Total At Risk	17,785

*Unduplicated count means student is in one and only one category.

HIGH SCHOOL DROPOUT RATES

This section displays, in various ways, high school annual dropout numbers as of October 1 of the following year.

Following are highlights of dropout rates by ethnicity across eight years (Figure 10).

- The dropout rate of American Indian students has fluctuated over the years because of the relatively small number in the District.
- White students had the lowest dropout rate of all ethnic groups in 1992-93.
- Hispanic students have had consistently high dropout rates over the years.
- Overall and for all ethnic groups (except White students), the annual dropout rate increased in 1992-93.

A comparison of school year, summer, and total annual dropout rates for 1992-93 is presented in Figure 11 . Most dropouts are school-year dropouts except for grade 12 which had more summer dropouts than school-year dropouts.

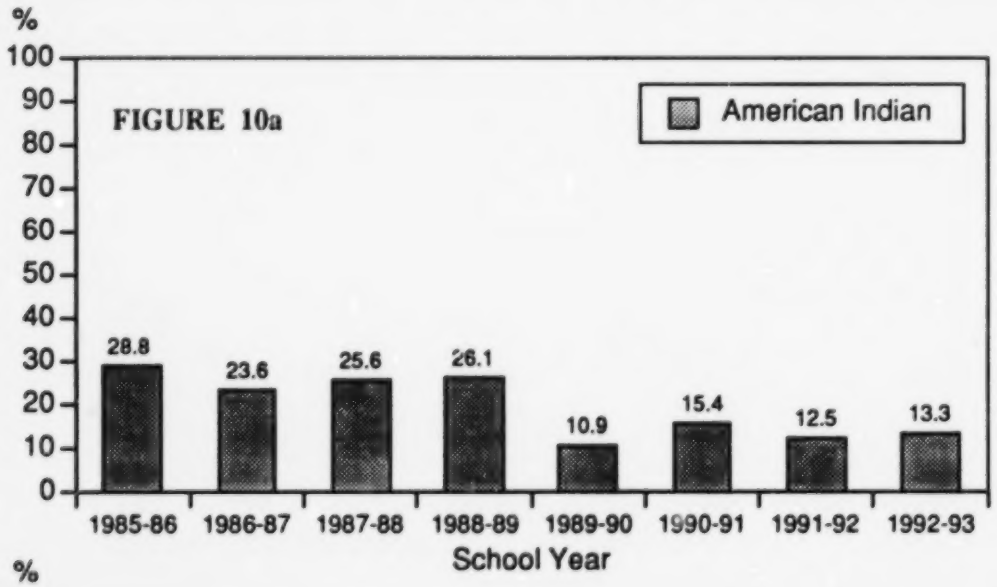
Dropout rates by ethnicity, by sex, and by grade are displayed in Figures 11a, 11b, and 11c, respectively. Figure 11 summarizes these data. Most annual dropouts occur during the ninth grade year, which is the grade with the highest retention rate. (Figure 11c)

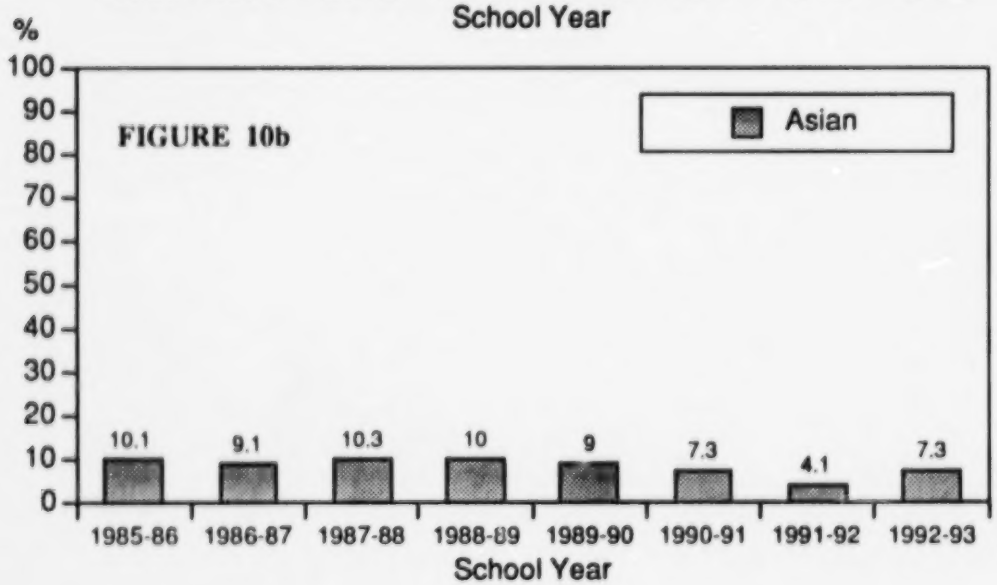
Dropout numbers for LEP, Special Education, not Special Education, Honors, and not Honors students are presented in Figures 12 and 13 in two different ways. Figure 12 shows the proportion of dropouts who are members of the group. Figure 13 shows the dropout rate for the group when compared with all high school students in the District. For example, Figure 12 shows that of the total number of dropouts (1,778), 4.4% were LEP Denials and 8.0% were LEP students who received services. However (see Figure 13), the dropout rate for LEP Denials compared with all LEP Denials in the District was 17.9%, and the dropout rate for LEP students served when compared with all LEP students served in the District was 16.6%.

FIGURE 10

High School Annual Dropout Rate by Ethnicity as of October of the Following Year

	1985-86		1986-87		1987-88		1988-89		1989-90		1990-91		1991-92		1992-93	
Group	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	19	28.8	13	23.6	11	25.6	12	26.1	6	10.9	8	15.4	6	12.5	6	13.3
Asian	44	10.1	41	9.1	45	10.3	45	10.0	41	9.0	37	7.3	20	4.1	36	7.3
African American	422	12.4	421	12.0	420	11.7	470	12.7	468	12.8	447	12.6	389	10.9	461	12.8
Hispanic	743	16.6	661	14.5	739	15.7	715	14.3	728	14.0	730	13.6	731	13.2	836	14.1
White	1,164	11.5	995	10.4	1,023	11.5	732	8.7	505	6.3	488	6.1	533	6.7	439	5.5
Total	2,392	12.9	2,131	11.7	2,238	12.7	1,974	11.2	1,748	10.0	1,710	9.8	1,679	9.6	1,778	9.8





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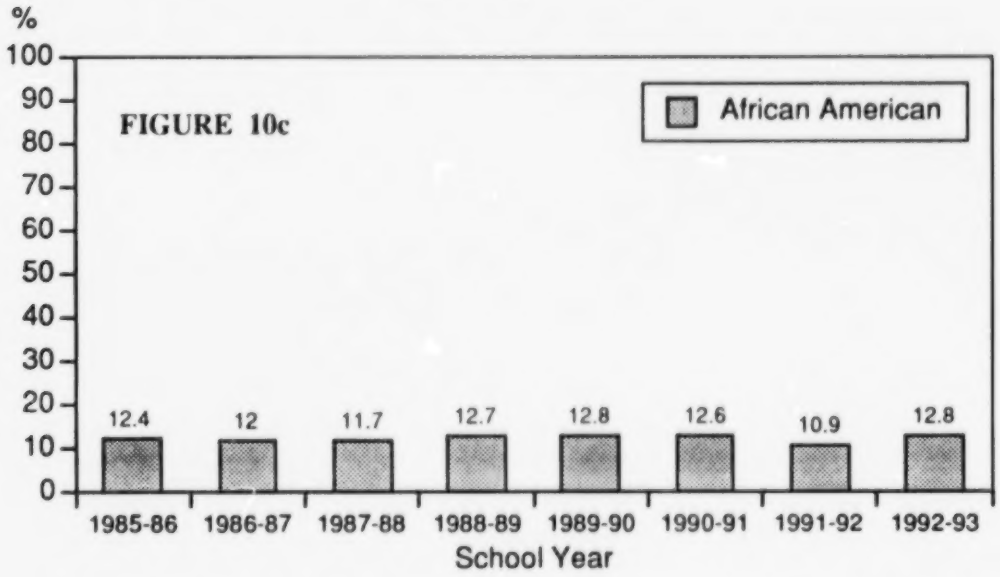
%
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FIGURE 10c
African American
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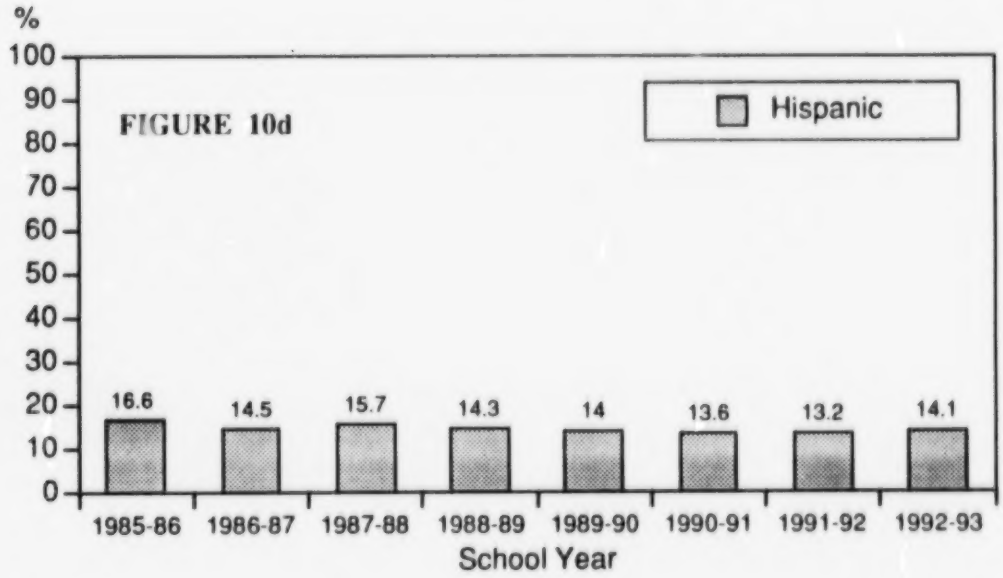
1985-86
1986-87
1987-88
1988-89
1989-90
1990-91
1991-92
1992-93
School Year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10
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FIGURE 10d
Hispanic
16.6
14.5
15.7
14.3
14
13.6
13.2
14.1
1985-86
1986-87
1987-88
1988-89
1989-90
1990-91
1991-92
1992-93
School Year

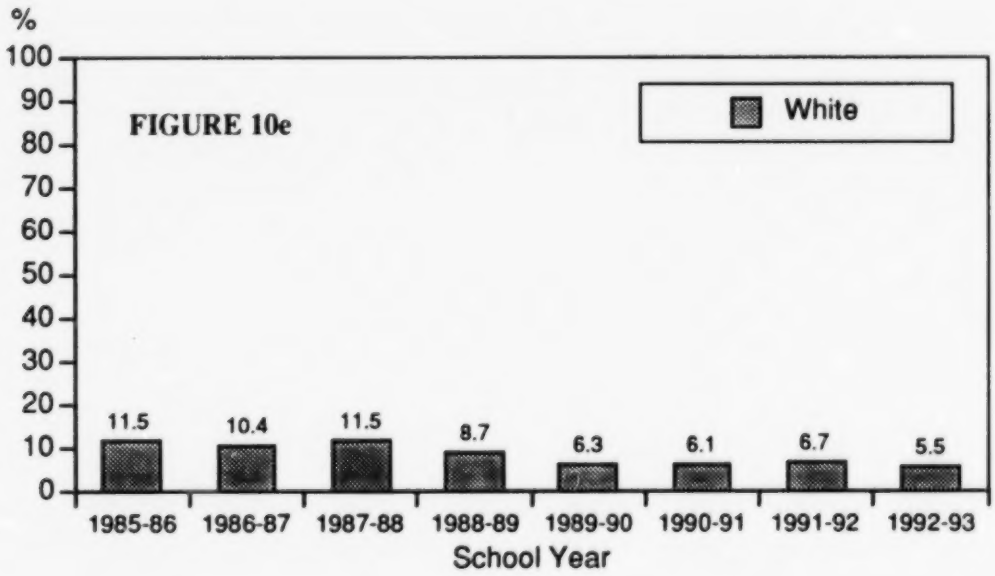
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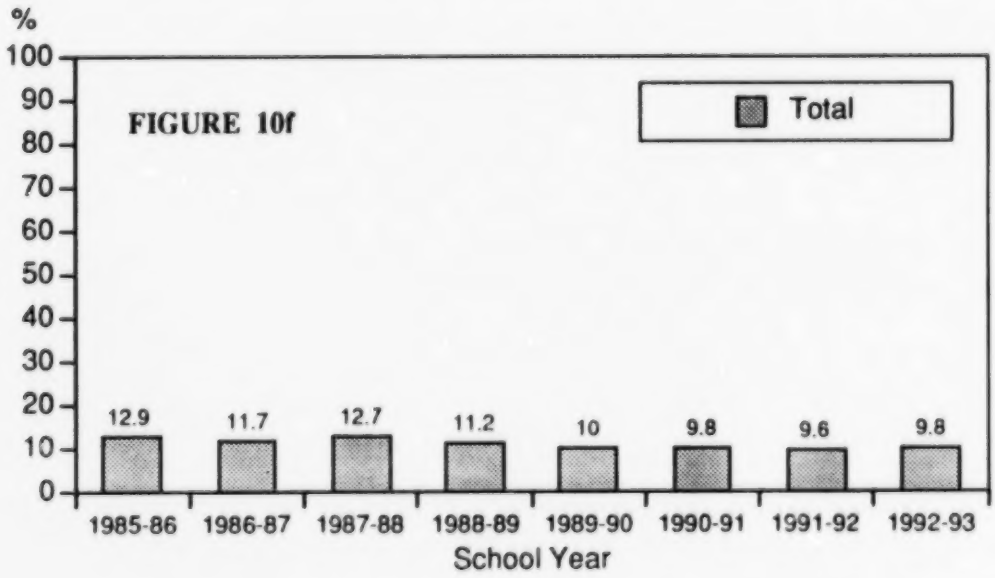
FIGURE 10e
White
11.5
10.4
11.5
8.7
6.3
6.1
6.7
5.5
1985-86
1986-87
1987-88
1988-89
1989-90
1990-91
1991-92
1992-93
School Year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40
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20
10
0
FIGURE 10f
Total
12.9
11.7
12.7
11.2
10
9.8
9.6
9.8
1985-86
1986-87
1987-88
1988-89
1989-90
1990-91
1991-92
1992-93
School Year

FIGURE 11
Dropout Rate for 1992-93 High School Students, Including Summer, by Ethnicity, Sex, and Grade

		*School-Year Dropouts as of October		Summer Dropouts		**Total Annual Dropouts as of October	
Group	Enrolled	N	%	N	%	N	%
American Indian	45	5	11.1	1	2.2	6	13.3
Asian	493	17	3.4	19	3.9	36	7.3
African American	3,613	318	8.8	143	4.0	461	12.8
Hispanic	5,913	619	10.4	217	3.7	836	14.1
White	8,047	324	4.0	115	1.4	439	5.5
Female	8,905	575	6.5	261	2.9	836	9.4
Male	9,206	708	7.7	234	2.5	942	10.2
Grade 9	6,648	663	10.0	155	2.3	818	12.3
Grade 10	4,336	276	6.4	92	2.1	368	8.5
Grade 11	3,548	209	5.9	80	2.3	289	8.2
Grade 12	3,579	135	3.8	168	4.7	303	8.5
Total	18,111	1,283	7.1	495	2.7	1,778	9.8

*School-Year Dropouts as of October = (School-Year Dropouts as of July) - (September Returns or Transfers).

** School-Year Dropouts as of October = (School-Year Dropouts as of October) + (Summer Dropouts)

FIGURE 11a

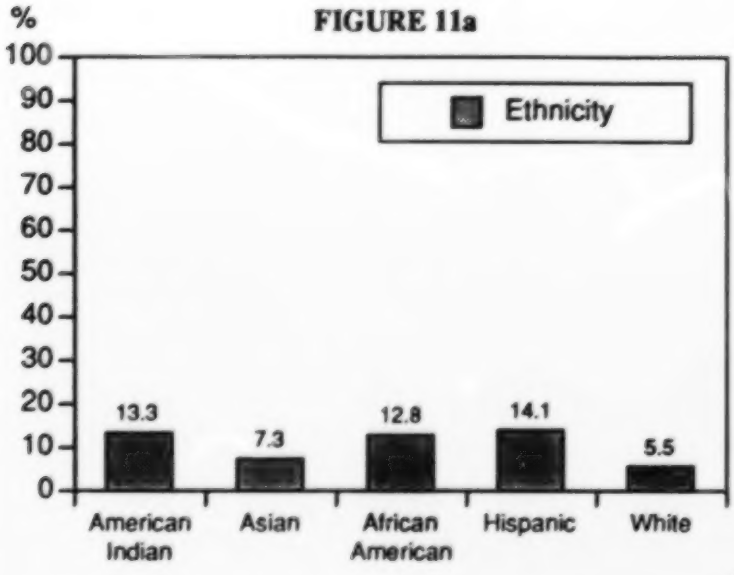

FIGURE 11b

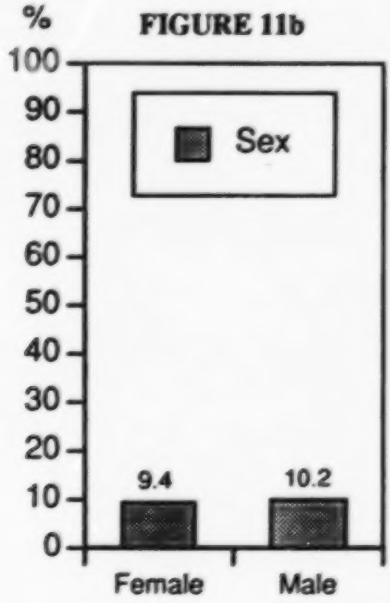

FIGURE 11c

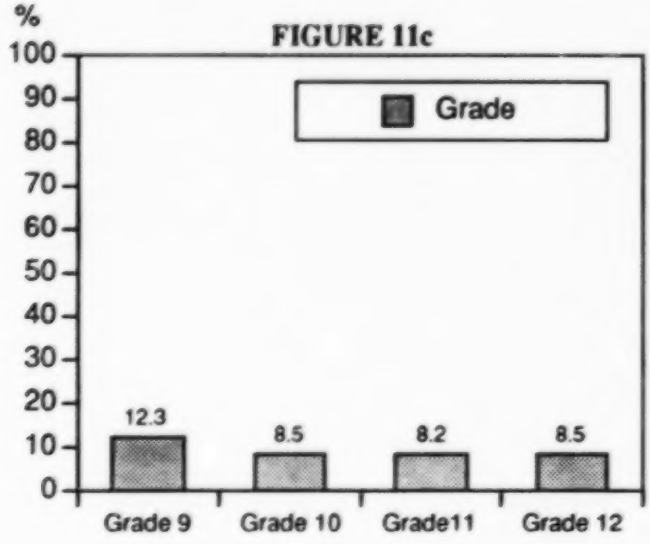

FIGURE 12
Grades 9-12
Dropout Rates of the Following Groups:
(Within Group Percentages)

Each group adds up to 1,778 (i.e., the number of grades 9-12 dropouts in 1992-93).

Of the 1,778 counted as dropouts, 78 (4.4%) were LEP* denials, 143 (8.0%) were served as LEP, and 1,557 (87.6%) were not LEP.

Of the 1,778 counted as dropouts, 48 (2.7%) were Special Education (<3 hrs./day), 146 (8.2%) were Special Education (≥3 hrs./day), and 1,584 (89.1%) were not Special Education.

Of the 1,778 counted as dropouts, 738 (41.5%) were Low Income, and 1,040 (58.5%) were not Low Income.

Of the 1,778 counted as dropouts, 91 (5.1%) were Honor students, and 1,687 (94.9%) were not Honor students.

* LEP = Limited English Proficiency. The denials number indicates that parental permission for language services was denied.

FIGURE 13
Grades 9-12
Dropout Rates of the Following Groups:
(District percentages)

Each group adds up to 18,111 (i.e., 9-12 grade enrollment).

	District Enrollment	Dropouts Number	Dropouts %
LEP* Denials	436	78	17.9
Served LEP	863	143	16.6
Not LEP	16,812	1,557	10.9
Special Education (<3 Hr. Day)	698	48	6.9
Special Education (≥3 Hr. Day)	1,266	146	11.5
Not Special Education	16,147	1,584	9.8
Low Income	5,391	738	13.7
Not Low Income	12,720	1,040	8.2
Honors	5,624	91	1.6
Not Honors	12,487	1,687	13.5
AISD 9-12	18,111	1,778	9.8

* LEP = Limited English Proficiency. The denials number indicates that parental permission for language services was denied.

HIGH SCHOOL LONGITUDINAL DROPOUT RATES

This section presents longitudinal dropout rates of ninth grade cohorts. Cohorts, or groups of first-time ninth grade students, are tracked over a period of up to eight years.

Dropout rates of the eight cohorts contained in this report are presented in Figure 13a through 13f. The overall rates are presented, as well as rates by ethnicity. The students in the cohort of 1990-91 ninth graders (Class of '94) are dropping out at higher rates than other cohorts (19.3% dropouts by year 3). The 1992-93 cohort (Class of '96) is off to a good start with a 6.0% dropout rate. This rate does not match the annual dropout rate for ninth graders because it includes only first-time ninth graders.

The longitudinal rates are shown in more detail in Attachment A. For each cohort the overall rate and the rates for each ethnic group are broken down into the number who were still enrolled, graduated, transferred, dropped out, or deceased. This information is given for each year up to 1992-93.

Ninth Grade Cohorts

Longitudinal Dropout Rate Progression of
Eight Cohorts of First-Time Ninth Graders

FIGURE 13a

Ethnicity: All — Dropout rate as of October....

First-time 9th grader in	Class of	1988	1989	1990	1991	1992	1993
85-86	'89	21.9	26.7				
86-87	'90	14.9	18.5	24.5			
87-88	'91	10.5	14.7	19.0	24.4		
88-89	'92		9.4	13.4	19.0	25.2	
89-90	'93			7.4	11.6	17.2	23.3
90-91	'94				7.8	13.8	19.3
91-92	'95					6.7	12.1
92-93	'96						6.0

FIGURE 13b

Ethnicity: American Indian — Dropout rate as of October....

First-time 9th grader in	Class of	1988	1989	1990	1991	1992	1993
85-86	'89	30.0	35.0				
86-87	'90	27.3	31.8	36.4			
87-88	'91	30.8	22.1	30.8	30.8		
88-89	'92		18.2	18.2	36.4	36.4	
89-90	'93			5.9	11.8	11.8	17.7
90-91	'94				12.5	18.8	43.8
91-92	'95					0.0	0.0
92-93	'96						0.0

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FIGURE 13c

Ethnicity: Asian Dropout rate as of October....

First-time 9th grader in	Class of	1988	1989	1990	1991	1992	1993
85-86	'89	20.4	23.9				
86-87	'90	10.1	11.0	19.3			
87-88	'91	8.9	9.7	8.9	12.4		
88-89	'92		8.3	11.0	12.8	16.5	
89-90	'93			7.0	7.0	7.8	18.3
90-91	'94				5.4	6.3	9.8
91-92	'95					1.9	8.4
92-93	'96						0.9

FIGURE 13d

Ethnicity: African American Dropout rate as of October....

First-time 9th grader in	Class of	1988	1989	1990	1991	1992	1993
85-86	'89	17.7	26.5				
86-87	'90	14.3	18.8	27.6			
87-88	'91	8.3	13.1	20.1	27.8		
88-89	'92		8.2	14.3	22.1	30.4	
89-90	'93			8.8	13.2	18.9	30.3
90-91	'94				8.4	15.2	21.3
91-92	'95					7.1	13.6
92-93	'96						5.5

FIGURE 13e

Ethnicity: Hispanic — Dropout rate as of October....

First-time 9th grader in	Class of	1988	1989	1990	1991	1992	1993
85-86	'89	29.5	33.3				
86-87	'90	18.7	24.5	32.3			
87-88	'91	13.6	20.0	26.6	33.4		
88-89	'92		12.9	19.2	27.0	34.2	
89-90	'93			11.1	18.2	25.9	33.1
90-91	'94				11.9	20.8	28.7
91-92	'95					10.2	18.9
92-93	'96						10.4

FIGURE 13f

Ethnicity: White — Dropout rate as of October....

First-time 9th grader in	Class of	1988	1989	1990	1991	1992	1993
85-86	'89	19.7	23.6				
86-87	'90	13.1	15.2	18.9			
87-88	'91	9.4	12.3	14.3	17.9		
88-89	'92		7.7	9.3	12.5	17.3	
89-90	'93			4.2	6.6	10.9	13.4
90-91	'94				4.3	8.0	11.3
91-92	'95					4.1	6.6
92-93	'96						3.1

GRADES 7-8 DROPOUT RATES

This section displays, in various ways, grade 7 and grade 8 annual dropout numbers as of October 1 of the following year.

Dropout rates by ethnicity across eight years are displayed in Figure 14, and figures 14a through 14f.

- The reported overall dropout rate for grades 7 and 8 has decreased from 8.2% in 1985-86 to 3.7% last year (1992-93).
- Since 1988-89, the ethnic group with the highest rate has been Hispanic for most of the years.
- Before 1988-89, American Indians had the highest dropout rate.

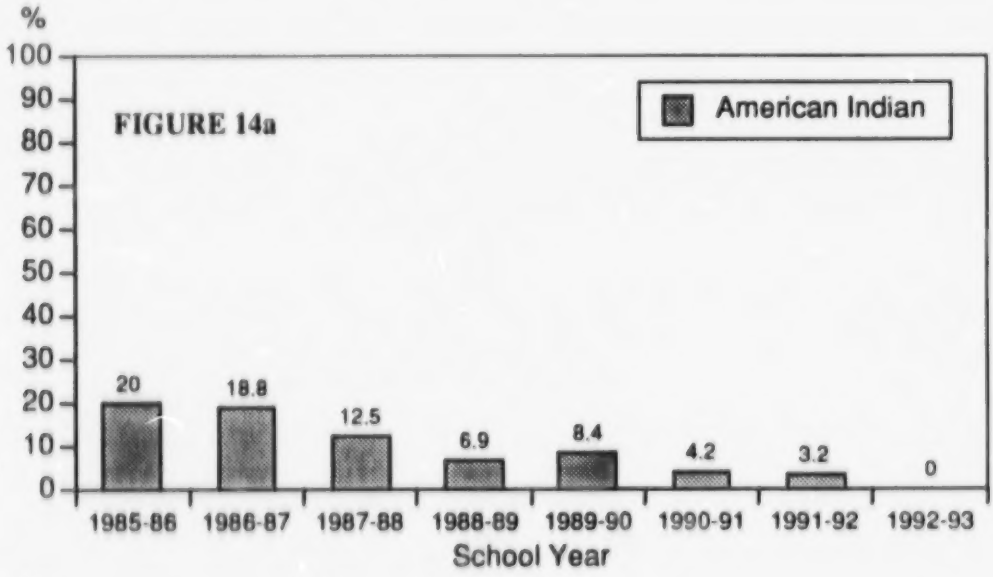
A comparison of school year, summer, and total annual dropout rates for 1992-93 is presented in Figure 15. There are more reported summer dropouts than school-year dropouts at grade 7.

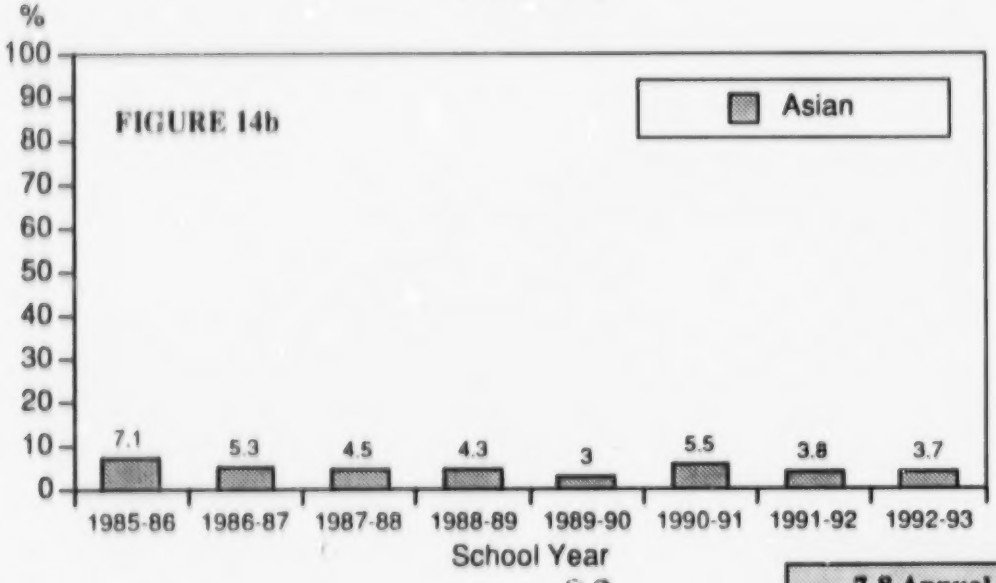
Dropout rates by ethnicity, by sex, and by grade are displayed in Figures 15a, 15b, and 15c, respectively. Figure 15 summarizes these data. Figure 15c shows that most middle school annual dropouts are eighth graders.

Dropout numbers for LEP, Special Education, not Special Education, Honors, and not Honors students are shown in Figures 10 and 11 in two different ways. Figure 10 shows the proportion of dropouts who are members of the group. Figure 11 shows the dropout rate for the group when compared with the entire District population of 7th and 8th graders. For example, Figure 10 shows that of the total number of grades 7 and 8 dropouts (388), 10.6% (41) were Honors students. However (see Figure 11), the dropout rate for Honors students compared to all Honors students in grades 7 and 8 is only 1.1%.

FIGURE 14
7th-8th Grade Annual Dropout Rate by Ethnicity as of October of the Following Year

Group	1985-86 N	1985-86 %	1986-87 N	1986-87 %	1987-88 N	1987-88 %	1988-89 N	1988-89 %	1989-90 N	1989-90 %	1990-91 N	1990-91 %	1991-92 N	1991-92 %	1992-93 N	1992-93 %
American Indian	5	20.0	3	18.8	3	12.5	2	6.9	2	8.4	1	4.2	1	3.2	0	0
Asian	14	7.1	10	5.3	9	4.5	8	4.3	5	3.0	10	5.5	6	3.8	6	3.7
African American	119	5.9	127	6.3	133	6.7	102	5.6	102	5.4	82	4.2	81	4.0	87	4.2
Hispanic	300	10.4	307	10.3	326	10.5	246	7.9	241	7.6	245	7.6	172	4.9	201	5.1
White	353	7.8	302	7.1	274	6.6	201	5.0	167	4.1	130	3.1	120	2.8	94	2.2
Total	791	8.2	749	7.9	745	7.9	559	6.1	517	5.5	468	4.9	380	3.8	388	3.7





7-8 Annual Rates

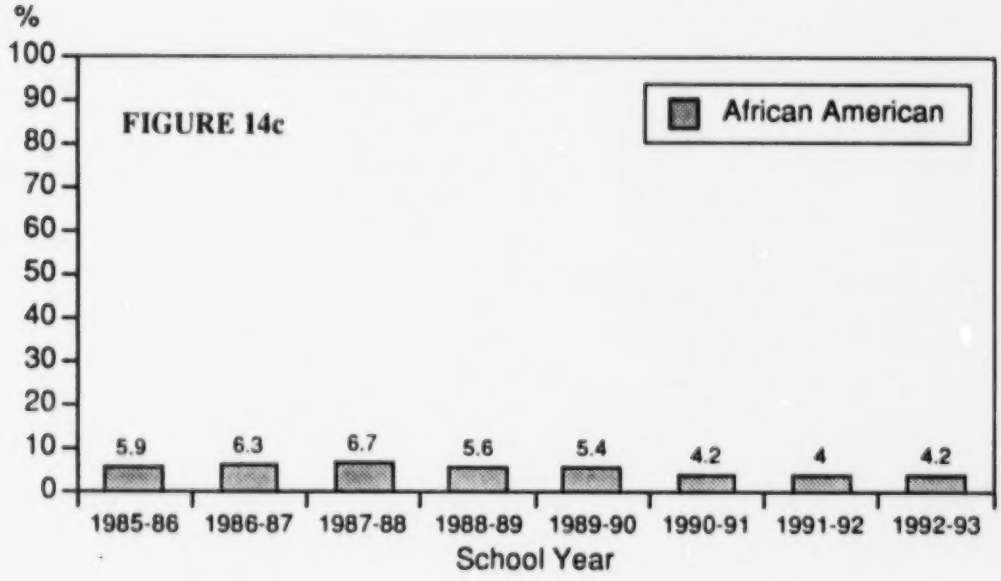

%
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FIGURE 14c
African American
5.9
6.3
6.7
5.6
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4.2
1985-86
1986-87
1987-88
1988-89
1989-90
1990-91
1991-92
1992-93
School Year

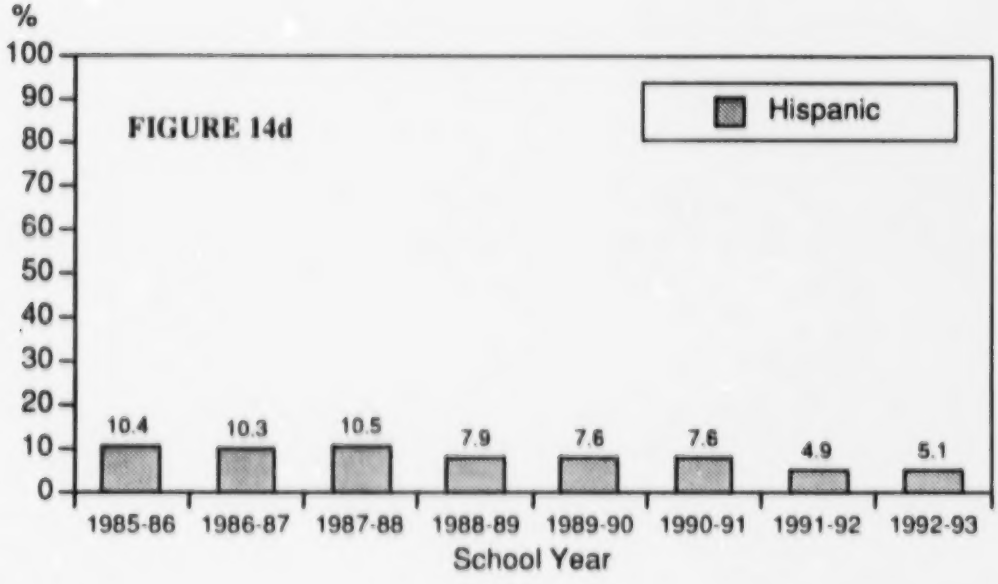
%
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FIGURE 14d
Hispanic
10.4
10.3
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7.9
7.6
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1985-86
1986-87
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1990-91
1991-92
1992-93
School Year

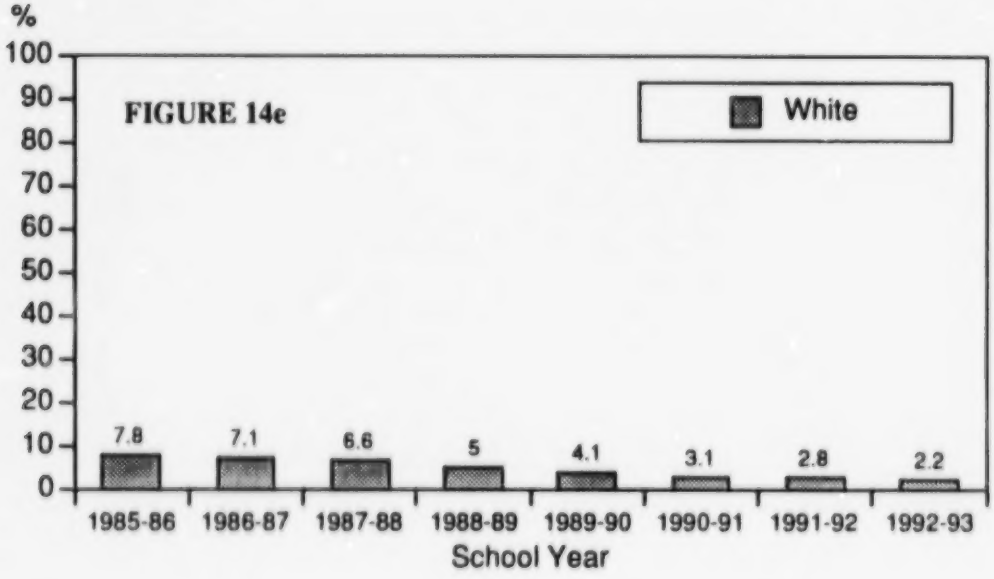
%
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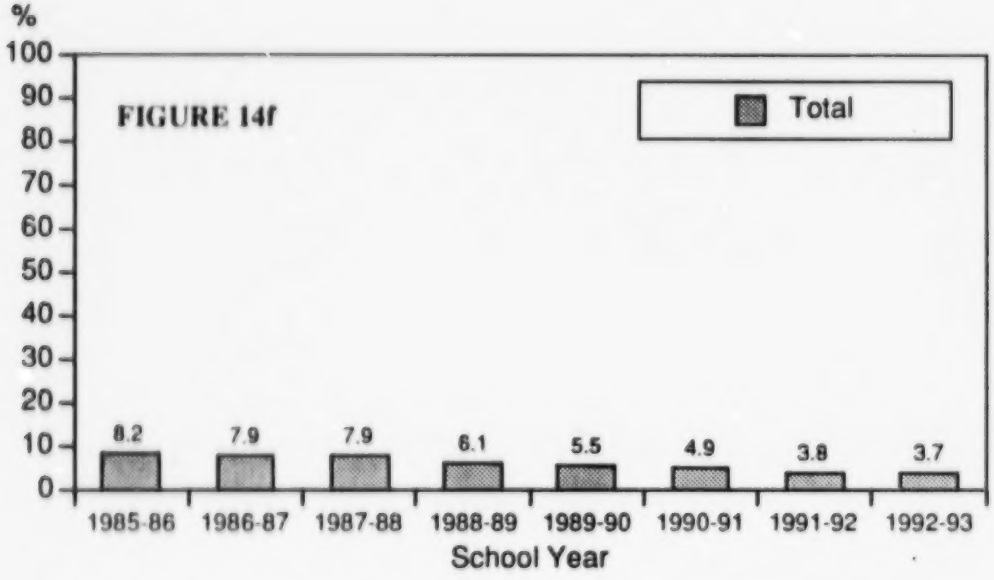
FIGURE 14e
White
7.8
7.1
6.6
5
4.1
3.1
2.8
2.2
1985-86
1986-87
1987-88
1988-89
1989-90
1990-91
1991-92
1992-93
School Year


%
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60
50
40
30
20
10
0
FIGURE 14f
Total
8.2
7.9
7.9
6.1
5.5
4.9
3.8
3.7
1985-86
1986-87
1987-88
1988-89
1989-90
1990-91
1991-92
1992-93
School Year

FIGURE 15
Dropout Rate for 1992-93 7th-8th Grade Students, Including Summer, by Ethnicity, Sex, and Grade

		*School-Year Dropouts As of October		Summer Dropouts		**Total Annual Dropouts As of October	
Group	Enrollment	N	%	N	%	N	%
American Indian	31	0	0.0	0	0.0	0	0.0
Asian	163	0	0.0	6	3.7	6	3.7
African American	2,097	31	1.5	56	2.7	87	4.2
Hispanic	3,930	112	2.9	89	2.3	201	5.2
White	4,318	39	0.9	55	1.3	94	2.2
Female	5,275	75	1.4	92	1.7	167	3.1
Male	5,264	107	2.0	114	2.2	221	4.2
Grade 7	5,511	74	1.3	126	2.3	200	3.6
Grade 8	5,028	108	2.2	80	1.6	188	3.8
Total	10,539	182	1.7	206	2.0	388	3.7

* School-Year Dropouts as of October = (School-Year Dropouts as of July) - September Returns or Transfers).

** Total Annual Dropouts as of October = (School-Year Dropouts as of October) + (Summer Dropouts).

FIGURE 15a

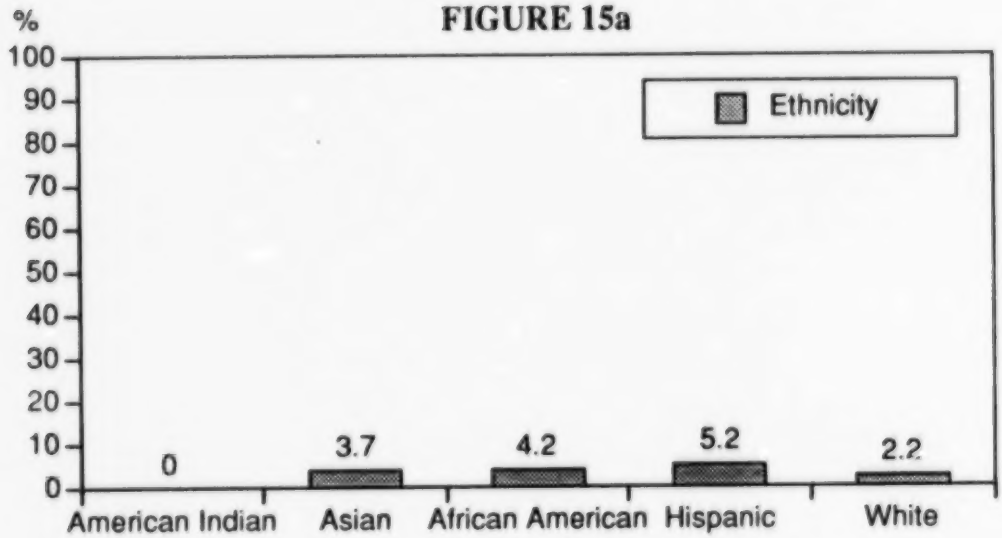

FIGURE 15b

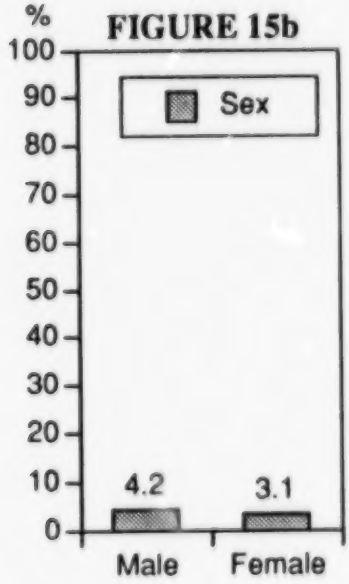

FIGURE 15c

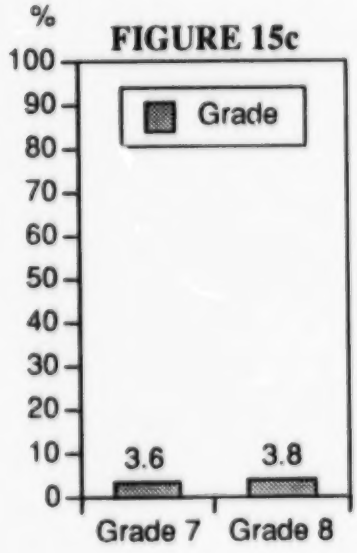

FIGURE 16
Grades 7-8
Dropout Rates of the Following Groups:
(Within Group Percentages)

Each group adds up to 388 (i.e., the number of grades 7-8 dropouts in 1992-93).

Of the 388 counted as dropouts, 8 (2.1%) were LEP* denials, 43 (11.1%) were served as LEP, and 337 (86.8%) were not LEP.

Of the 388 counted as dropouts, 17 (4.4%) were Special Education (<3 hrs./day), 62 (16.0%) were Special Education (≥3 hrs./day), and 309 (79.6%) were not Special Education.

Of the 388 counted as dropouts, 259 (66.8%) were Low Income, 129 (33.2%) were not Low Income.

Of the 388 counted as dropouts, 41 (10.6%) were Honor students, and 347 (89.4%) were not Honor students.

*LEP = Limited English Proficiency. The denials number indicates that parental permission for language services was denied.

FIGURE 17
Grades 7-8
Dropout Rates of the Following Groups:
(District Percentages)

Each group adds up to 10,539.

	District Enrollment	Dropout Number	Dropout %
LEP*Denials	276	8	2.9
Served LEP	626	43	6.9
Not LEP	9,637	337	3.5
Special Education (<3 Hr. Day)	713	17	2.4
Special Education (≥3 Hr. Day)	640	62	9.7
Not Special Education	9,186	309	3.4
Low Income	4,925	259	5.3
Not Low Income	5,614	129	2.3
Honors	3,673	41	1.1
Not Honors	6,866	347	5.1
AISD 7-8	10,539	388	3.7

*LEP = Limited English Proficiency. The denials number indicates that parental permission for language services was denied.

GRADES 7-8 LONGITUDINAL DROPOUT RATES

This section presents longitudinal dropout rates of seventh grade cohorts. Cohorts, or groups of first-time seventh grade students, are tracked over a period of up to six years.

Dropout rates of the seven cohorts contained in this report are displayed in Figures 18a through 18f. The overall rates are presented as well as rates by ethnicity. If we examine the dropout rates of these cohorts after three years (the year they are scheduled to finish ninth grade), we see that rates have been going down. After the third year, we see that for most groups, the dropout rate increases at a steeper rate. We know that most dropouts in high school are ninth graders and that the retention rate at high school is highest at grade 9. Therefore, we can conclude that many members of our seventh grade cohorts are "getting stuck" in the ninth grade and eventually dropping out.

Longitudinal rates are presented in more detail in Attachment B. For each cohort, the overall rate and the rates for each ethnic group are broken down into the number who were enrolled, graduated, transferred, dropped out, or deceased. This information is given for each year up to 1992-93.

Longitudinal Dropout Rate Progression of
Seven Cohorts of First-Time Seventh Graders

FIGURE 18a

Ethnicity: All — Dropout rate as of October....

First-time 7th grader in	Class of	1988	1989	1990	1991	1992	1993
86-87	'92	10.0	12.4	16.1	21.0	27.1	
87-88	'93	5.9	7.6	10.5	14.5	19.5	24.4
88-89	'94		4.0	6.1	8.7	12.5	17.0
89-90	'95			3.1	5.3	8.4	11.6
90-91	'96				3.6	6.2	7.3
91-92	'97					4.4	4.7
92-93	'98						3.1

FIGURE 18b

Ethnicity: American Indian — Dropout rate as of October....

First-time 7th grader in	Class of	1988	1989	1990	1991	1992	1993
86-87	'92	25.0	25.0	25.0	25.0	25.0	
87-88	'93	11.1	11.1	16.7	16.7	22.2	27.8
88-89	'94		9.1	9.1	9.1	9.1	27.3
89-90	'95			7.1	14.3	14.3	7.14
90-91	'96				0.0	0.0	0.0
91-92	'97					11.1	5.6
92-93	'98						0.0

FIGURE 18c

Ethnicity: Asian Dropout rate as of October....

First-time 7th grader in	Class of	1988	1989	1990	1991	1992	1993
86-87	'92	7.9	11.2	13.5	15.7	16.9	
87-88	'93	5.6	6.5	8.4	11.2	12.2	15.0
88-89	'94		3.8	6.4	6.1	6.4	10.3
89-90	'95			2.3	6.9	5.8	8.1
90-91	'96				4.6	5.8	3.5
91-92	'97					7.1	5.7
92-93	'98						6.9

FIGURE 18d

Ethnicity: African American Dropout rate as of October....

First-time 7th grader in	Class of	1988	1989	1990	1991	1992	1993
86-87	'92	8.8	9.9	16.1	22.8	31.5	
87-88	'93	4.3	5.9	10.3	15.0	19.5	29.9
88-89	'94		3.4	5.3	8.0	13.6	20.0
89-90	'95			2.5	4.2	8.2	12.0
90-91	'96				3.0	5.4	7.5
91-92	'97					4.0	4.9
92-93	'98						3.6

FIGURE 18e

Ethnicity: Hispanic — Dropout rate as of October....

First-time 7th grader in	Class of	1988	1989	1990	1991	1992	1993
86-87	'92	13.1	17.5	23.3	30.4	38.0	
87-88	'93	7.3	9.4	14.7	21.7	29.2	34.9
88-89	'94		5.3	8.1	14.0	19.0	25.4
89-90	'95			4.4	8.1	13.2	19.2
90-91	'96				4.9	7.9	11.8
91-92	'97					5.0	6.5
92-93	'98						3.8

FIGURE 18f

Ethnicity: White — Dropout rate as of October....

First-time 7th grader in	Class of	1988	1989	1990	1991	1992	1993
86-87	'92	8.4	10.0	11.3	14.0	18.2	
87-88	'93	5.6	7.1	7.6	9.4	12.0	15.1
88-89	'94		3.3	4.9	5.1	7.3	9.5
89-90	'95			2.5	3.7	5.2	6.2
90-91	'96				2.9	5.3	4.7
91-92	'97					4.0	3.2
92-93	'98						2.1

ATTACHMENTS

In the following section, Attachment A presents supplemental information to Figure 13 in the main body of the report. Similarly, Attachment B reports supplemental information to Figure 18.

For our calculations, we have divided the students into five categories that represent all possible conditions in which a student can be:

- Enrolled — Still enrolled regardless of how many years behind graduating class
- Graduated — Received an AISD diploma
- Transferred — The District has evidence of enrollment somewhere else
- Dropped out — Has not attended school for 30 consecutive school days
- Deceased — The District has evidence that the student is deceased

Students may change from one category to another:

- A DROPOUT may REENROLL
- A student who is ENROLLED may GRADUATE
- A student may TRANSFER to another school
- A student who is ENROLLED may DROP OUT

The example below illustrates these changes.

	1987 1 year before graduation		1988 the year of graduation		1989 1 year after graduation		1990 2 years after graduation	
Class of '88	N	%	N	%	N	%	N	%
Enrolled	3166	61.0	391	7.5	79	1.5	27	0.5
Graduated	12	0.2	2394	46.1	2587	49.8	2629	50.6
Transferred	840	16.2	896	17.3	936	18.0	1010	19.5
Dropped out	1168	22.5	1504	29.0	1583	30.5	1519	29.3
Deceased	6	0.1	7	0.1	7	0.1	7	0.1

In 1988 there were still enrolled 391
In 1989 there were still enrolled 79
That is, from one year to the next 312 moved out of this category and into

1988 graduates	2394		
+	193	more graduated	
1989 graduates	2587		
1988 transferred	896		
+	40	more transferred	These three categories
1989 transferred	936		add up to 312.
1988 dropouts	1504		
+	79	more dropped out	
1989 dropouts	1583		

In this context, the increase of dropouts (from 29.0% to 30.5%) one year after graduation can be understood as a result of an additional 79 students dropping out. (It was pure coincidence that, in 1989, the number who remained enrolled and the additional dropouts (79) were the same.)

Of those still enrolled (27) two years after their class graduated, some will graduate while some will drop out or transfer. Furthermore, some of the previous year's dropouts did reenroll and graduate, explaining why the rate of dropouts improved from 30.5% to 29.3% in the transition from 1989 to 1990.

1986-87 Cohort of First-Time Ninth Graders

N=4,634

	Dropout Rate as of...											
	October 1987		October 1988		October 1989		October 1990		October 1991		October 1992		October 1993	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Ethnicity: Overall (N=4634)														
Enrolled	3724	80.36	3271	70.59	2940	63.44	351	7.57	56	1.21	25	0.54	6	0.13
Graduated	0	0.00	2	0.04	30	0.65	2230	48.12	2419	52.20	2458	53.04	2458	53.04
Transferred	459	9.91	668	14.42	805	17.37	915	19.75	937	20.22	930	20.07	934	20.16
Dropped Out	451	9.73	691	14.91	857	18.49	1135	24.49	1218	26.28	1217	26.26	1212	26.15
Deceased	0	0.00	2	0.04	2	0.04	3	0.06	4	0.09	4	0.09	4	0.09
Ethnicity: American Indian (N=22)														
Enrolled	11	50.00	7	31.82	4	18.18	0	0.00	0	0.00	0	0.00	0	0.00
Graduated	0	0.00	0	0.00	0	0.00	2	9.09	2	9.09	2	9.09	2	9.09
Transferred	7	31.82	9	40.91	11	50.00	12	54.55	12	54.55	12	54.55	12	54.55
Dropped Out	4	18.18	6	27.27	7	31.82	8	36.36	8	36.36	8	36.36	8	36.36
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: Asian (N=109)														
Enrolled	83	76.15	71	65.14	63	57.80	3	2.75	1	0.92	0	0.00	0	0.00
Graduated	0	0.00	0	0.00	1	0.92	47	43.12	49	44.95	49	44.95	49	44.95
Transferred	18	16.51	27	24.77	33	30.28	38	34.86	38	34.86	39	35.78	39	35.78
Dropped Out	8	7.34	11	10.09	12	11.01	21	19.27	21	19.27	21	19.27	21	19.27
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: African American (N=950)														
Enrolled	793	83.47	711	74.84	647	68.11	98	10.32	13	1.37	9	0.95	0	0.00
Graduated	0	0.00	1	0.11	5	0.53	455	47.89	510	53.68	519	54.63	525	55.26
Transferred	67	7.05	101	10.63	118	12.42	133	14.00	138	14.53	136	14.32	138	14.53
Dropped Out	90	9.47	136	14.32	179	18.84	262	27.58	287	30.21	284	29.89	285	30.00
Deceased	0	0.00	1	0.11	1	0.11	2	0.21	2	0.21	2	0.21	2	0.21
Ethnicity: Hispanic (N=1281)														
Enrolled	1037	80.95	907	70.80	799	62.37	144	11.24	22	1.72	9	0.70	2	0.16
Graduated	0	0.00	0	0.00	9	0.70	519	40.52	596	46.53	612	47.78	620	48.40
Transferred	93	7.26	133	10.38	158	12.33	203	15.85	211	16.47	208	16.24	210	16.39
Dropped Out	151	11.79	240	18.74	314	24.51	414	32.32	450	35.13	450	35.13	447	34.89
Deceased	0	0.00	1	0.08	1	0.08	1	0.08	2	0.16	2	0.16	2	0.16
Ethnicity: White (N=2272)														
Enrolled	1800	79.23	1575	69.32	1427	62.81	106	4.67	20	0.88	7	0.31	4	0.18
Graduated	0	0.00	1	0.04	15	0.66	1207	53.13	1262	55.55	1276	56.16	1282	56.43
Transferred	274	12.06	398	17.52	485	21.35	529	23.28	538	23.68	535	23.55	535	23.55
Dropped Out	198	8.71	298	13.12	345	15.18	430	18.93	452	19.89	454	19.98	451	19.85
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

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Attachment A

1987-88 Cohort of First-Time Ninth Graders

N=4,428

Dropout Rate as of . . .	October 1988		October 1989		October 1990		October 1991		October 1992		October 1993	
	N	%	N	%	N	%	N	%	N	%	N	%
Ethnicity: Overall (N=4428)												
Enrolled	3551	80.19	3113	70.30	2754	62.20	311	7.02	76	1.72	27	0.61
Graduated	0	0.00	2	0.05	36	0.81	2121	47.90	2284	51.58	2331	52.64
Transferred	413	9.33	661	14.93	793	17.91	913	20.62	923	20.84	931	21.03
Dropped Out	463	10.46	650	14.68	843	19.04	1081	24.41	1143	25.81	1137	25.68
Deceased	1	0.02	2	0.05	2	0.05	2	0.05	2	0.05	2	0.05
Ethnicity: American Indian (N=13)												
Enrolled	7	53.85	5	38.46	5	38.46	3	23.08	0	0.00	0	0.00
Graduated	0	0.00	0	0.00	0	0.00	2	15.38	3	23.08	3	23.08
Transferred	2	15.38	5	38.46	4	30.77	4	30.77	4	30.77	4	30.77
Dropped Out	4	30.77	3	23.08	4	30.77	4	30.77	6	46.15	6	46.15
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: Asian (N=113)												
Enrolled	96	84.96	86	76.11	84	74.34	5	4.42	1	0.88	1	0.88
Graduated	0	0.00	0	0.00	1	0.88	75	66.37	77	68.14	78	69.03
Transferred	7	6.19	16	14.16	18	15.93	19	16.81	20	17.70	20	17.70
Dropped Out	10	8.85	11	9.73	10	8.85	14	12.39	15	13.27	14	12.39
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: African American (N=924)												
Enrolled	773	83.66	691	74.78	594	64.29	76	8.23	20	2.16	4	0.43
Graduated	0	0.00	1	0.11	9	0.97	435	47.08	476	51.52	486	52.60
Transferred	74	8.01	111	12.01	135	14.61	156	16.88	155	16.77	160	17.32
Dropped Out	77	8.33	121	13.10	186	20.13	257	27.81	273	29.55	274	29.65
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: Hispanic (N=1306)												
Enrolled	1032	79.02	892	68.30	770	58.96	137	10.49	43	3.29	43	1.00
Graduated	0	0.00	1	0.08	13	1.00	509	38.97	573	43.87	596	45.64
Transferred	96	7.35	150	11.49	174	13.32	222	17.00	229	17.53	229	17.84
Dropped Out	177	13.55	261	19.98	347	26.57	436	33.38	459	35.15	462	35.38
Deceased	1	0.08	2	0.15	2	0.15	2	0.15	2	0.15	2	0.15
Ethnicity: White (N=2072)												
Enrolled	1643	79.30	1439	69.45	1301	62.79	90	4.34	12	0.58	9	0.43
Graduated	0	0.00	0	0.00	13	0.63	1100	53.09	1155	55.74	1168	56.37
Transferred	234	11.29	379	18.29	462	22.30	512	24.71	515	24.86	514	24.81
Dropped Out	195	9.41	254	12.26	296	14.29	370	17.86	390	18.82	381	18.39
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

1988-89 Cohort of First-Time Ninth Graders

N=4,533

Dropout Rate as of . . .	October 1989		October 1990		October 1991		October 1992		October 1993	
	N	%	N	%	N	%	N	%	N	%
Ethnicity: Overall (N=4533)										
Enrolled	3689	81.38	3298	72.76	2802	61.81	357	7.88	85	1.88
Graduated	0	0.00	3	0.07	59	1.30	2149	47.41	2323	51.25
Transferred	418	9.22	624	13.77	809	17.85	877	19.35	917	20.23
Dropped Out	425	9.38	607	13.39	859	18.95	1143	25.22	1201	26.49
Deceased	1	0.02	1	0.02	4	0.09	7	0.15	7	0.15
Ethnicity: American Indian (N=11)										
Enrolled	7	63.64	5	45.45	2	18.18	0	0.00	0	0.00
Graduated	0	0.00	0	0.00	1	9.09	3	27.27	3	27.27
Transferred	2	18.18	4	36.36	4	36.36	4	36.36	4	36.36
Dropped Out	2	18.18	2	18.18	4	36.36	4	36.36	4	36.36
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: Asian (N=109)										
Enrolled	86	78.90	76	69.72	66	60.55	6	5.50	3	2.75
Graduated	0	0.00	0	0.00	2	1.83	59	54.13	61	55.96
Transferred	14	12.84	21	19.27	27	24.77	26	23.85	27	24.77
Dropped Out	9	8.26	12	11.01	14	12.84	18	16.51	18	16.51
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: African American (N=991)										
Enrolled	833	84.06	739	74.57	615	62.06	101	10.19	21	2.12
Graduated	0	0.00	0	0.00	11	1.11	430	43.39	476	48.03
Transferred	77	7.77	110	11.10	145	14.63	158	15.94	169	17.05
Dropped Out	81	8.17	142	14.33	219	22.10	301	30.37	324	32.69
Deceased	0	0.00	0	0.00	1	0.10	1	0.10	1	0.10
Ethnicity: Hispanic (N=1347)										
Enrolled	1071	79.51	921	68.37	764	56.72	159	11.80	38	2.82
Graduated	0	0.00	2	0.15	23	1.71	494	36.67	562	41.72
Transferred	101	7.50	164	12.18	196	14.55	232	17.22	250	18.56
Dropped Out	174	12.92	259	19.23	363	26.95	461	34.22	496	36.82
Deceased	1	0.07	1	0.07	1	0.07	1	0.07	1	0.07
Ethnicity: White (N=2075)										
Enrolled	1692	81.54	1557	75.04	1355	65.30	91	4.39	23	1.11
Graduated	0	0.00	1	0.05	22	1.06	1163	56.05	1221	58.84
Transferred	224	10.80	325	15.66	437	21.06	457	22.02	467	22.51
Dropped Out	159	7.66	192	9.25	259	12.48	359	17.30	359	17.30
Deceased	0	0.00	0	0.00	2	0.10	5	0.24	5	0.24

Attachment A

1989-90 Cohort of First-Time Ninth Graders

N=4,665

Dropout Rate as of . . .	October 1990		October 1991		October 1992		October 1993	
	N	%	N	%	N	%	N	%
Ethnicity: Overall (N=4665)								
Enrolled	3821	81.91	3318	71.13	2888	61.91	349	7.48
Graduated	0	0.00	5	0.11	42	0.90	2201	47.18
Transferred	494	10.59	791	16.96	922	19.76	1020	21.86
Dropped Out	345	7.40	543	11.64	804	17.23	1085	23.26
Deceased	5	0.11	8	0.17	9	0.19	11	0.24
Ethnicity: American Indian (N=17)								
Enrolled	14	82.35	11	64.71	11	64.71	1	5.88
Graduated	0	0.00	0	0.00	0	0.00	9	52.94
Transferred	2	11.76	4	23.53	4	23.53	4	23.53
Dropped Out	1	5.88	2	11.76	2	11.76	3	17.65
Deceased	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: Asian (N=115)								
Enrolled	93	80.87	84	73.04	79	68.70	3	2.61
Graduated	0	0.00	0	0.00	2	1.74	67	58.26
Transferred	14	12.17	23	20.00	25	21.74	24	20.87
Dropped Out	8	6.96	8	6.96	9	7.83	21	18.26
Deceased	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: African American (N=941)								
Enrolled	780	82.89	682	72.48	587	62.38	95	10.10
Graduated	0	0.00	0	0.00	5	0.53	363	38.58
Transferred	77	8.18	134	14.24	170	18.07	197	20.94
Dropped Out	83	8.82	124	13.18	178	18.92	285	30.29
Deceased	1	0.11	1	0.11	1	0.11	1	0.11
Ethnicity: Hispanic (N=1488)								
Enrolled	1176	79.03	987	66.33	831	55.85	158	10.62
Graduated	0	0.00	3	0.20	18	1.21	551	37.03
Transferred	144	9.68	224	15.05	250	16.80	282	18.95
Dropped Out	165	11.09	270	18.15	385	25.87	493	33.13
Deceased	3	0.20	4	0.27	4	0.27	4	0.27
Ethnicity: White (N=2104)								
Enrolled	1758	83.56	1554	73.86	1380	65.59	92	4.37
Graduated	0	0.00	2	0.10	17	0.81	1211	57.56
Transferred	257	12.21	406	19.30	473	22.48	513	24.38
Dropped Out	88	4.18	139	6.61	230	10.93	282	13.40
Deceased	1	0.05	3	0.14	4	0.19	6	0.29

Attachment A

1990-91 Cohort of First-Time Ninth Graders

N=4,831

	Dropout Rate as of . . .					
	October 1991		October 1992		October 1993	
	N	%	N	%	N	%
Ethnicity: Overall (N=4831)						
Enrolled	3903	80.79	3342	69.18	2879	59.59
Graduated	0	0.00	2	0.04	42	0.87
Transferred	553	11.45	821	16.99	976	20.20
Dropped Out	375	7.76	665	13.77	932	19.29
Deceased	0	0.00	1	0.02	2	0.04
Ethnicity: American Indian (N=16)						
Enrolled	9	56.25	6	37.50	3	18.75
Graduated	0	0.00	0	0.00	0	0.00
Transferred	5	31.25	7	43.75	6	37.50
Dropped Out	2	12.50	3	18.75	7	43.75
Deceased	0	0.00	0	0.00	0	0.00
Ethnicity: Asian (N=112)						
Enrolled	90	80.36	78	69.64	69	61.61
Graduated	0	0.00	0	0.00	1	0.89
Transferred	16	14.29	27	24.11	31	27.68
Dropped Out	6	5.36	7	6.25	11	9.82
Deceased	0	0.00	0	0.00	0	0.00
Ethnicity: African American (N=937)						
Enrolled	757	80.79	647	69.05	554	59.12
Graduated	0	0.00	0	0.00	8	0.85
Transferred	101	10.78	148	15.80	174	18.57
Dropped Out	79	8.43	142	15.15	200	21.34
Deceased	0	0.00	0	0.00	1	0.11
Ethnicity: Hispanic (N=1659)						
Enrolled	1297	78.18	1063	64.07	867	52.26
Graduated	0	0.00	2	0.12	17	1.02
Transferred	164	9.89	249	15.01	299	18.02
Dropped Out	198	11.93	345	20.80	476	28.69
Deceased	0	0.00	0	0.00	0	0.00
Ethnicity: White (N=2107)						
Enrolled	1750	83.06	1548	73.47	1386	65.78
Graduated	0	0.00	0	0.00	16	0.76
Transferred	267	12.67	390	18.51	466	22.12
Dropped Out	90	4.27	168	7.97	238	11.30
Deceased	0	0.00	1	0.05	1	0.05

Attachment A

1991-92 Cohort of First-Time Ninth Graders

N=4,763

Dropout Rate as of . . .	October 1992		October 1993	
	N	%	N	%
Ethnicity: Overall (N=4763)				
Enrolled	3880	81.46	3373	70.82
Graduated	0	0.00	1	0.02
Transferred	563	11.82	807	16.94
Dropped Out	318	6.68	577	12.14
Deceased	2	0.04	4	0.08
Ethnicity: American Indian (N=12)				
Enrolled	9	75.00	7	58.33
Graduated	0	0.00	0	0.00
Transferred	3	25.00	5	41.67
Dropped Out	0	0.00	0	0.00
Deceased	0	0.00	0	0.00
Ethnicity: Asian (N=107)				
Enrolled	93	86.92	80	74.77
Graduated	0	0.00	0	0.00
Transferred	12	11.21	18	16.82
Dropped Out	2	1.87	9	8.41
Deceased	0	0.00	0	0.00
Ethnicity: African American (N=957)				
Enrolled	779	81.40	684	71.47
Graduated	0	0.00	0	0.00
Transferred	110	11.49	143	14.94
Dropped Out	68	7.11	130	13.58
Deceased	0	0.00	0	0.00
Ethnicity: Hispanic (N=1598)				
Enrolled	1267	79.29	1060	66.33
Graduated	0	0.00	0	0.00
Transferred	168	10.51	236	14.77
Dropped Out	163	10.20	302	18.90
Deceased	0	0.00	0	0.00
Ethnicity: White (N=2089)				
Enrolled	1732	82.91	1542	73.82
Graduated	0	0.00	1	0.05
Transferred	270	12.92	405	19.39
Dropped Out	85	4.07	137	6.56
Deceased	2	0.10	4	0.19

Attachment A

1992-93 Cohort of First-Time Ninth Graders

N=5,100

	Dropout Rate as of . . . October 1993	
	N	%
Ethnicity: Overall (N=5100)		
Enrolled	4143	81.24
Graduated	0	0.00
Transferred	648	12.71
Dropped Out	308	6.04
Deceased	1	0.02
Ethnicity: American Indian (N=10)		
Enrolled	8	80.00
Graduated	0	0.00
Transferred	2	20.00
Dropped Out	0	0.00
Deceased	0	0.00
Ethnicity: Asian (N=112)		
Enrolled	96	85.71
Graduated	0	0.00
Transferred	15	13.39
Dropped Out	1	0.89
Deceased	0	0.00
Ethnicity: African American (N=1037)		
Enrolled	855	82.45
Graduated	0	0.00
Transferred	125	12.05
Dropped Out	57	5.50
Deceased	0	0.00
Ethnicity: Hispanic (N=1778)		
Enrolled	1368	76.94
Graduated	0	0.00
Transferred	225	12.65
Dropped Out	184	10.35
Deceased	1	0.06
Ethnicity: White (N=2163)		
Enrolled	1816	83.96
Graduated	0	0.00
Transferred	281	12.99
Dropped Out	66	3.05
Deceased	0	0.00

Attachment B

1986-87 Cohort of First-Time Seventh Graders

N=4,505

Dropout Rate as of . . .	October 1987		October 1988		October 1989		October 1990		October 1991		Octobe 1992		October 1993	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Ethnicity: Overall (N=4505)														
Enrolled	3712	82.40	3359	74.56	3102	68.86	2829	62.80	2451	54.41	353	7.84	89	1.98
Graduated	0	0.00	0	0.00	0	0.00	1	0.02	23	0.51	1795	39.84	1970	43.73
Transferred	486	10.79	694	15.41	843	18.71	947	21.02	1080	23.97	1130	25.08	1165	26.10
Dropped Out	306	6.79	450	9.99	557	12.36	725	16.09	947	21.02	1222	27.13	1265	28.08
Deceased	1	0.02	2	0.04	3	0.07	3	0.07	4	0.09	5	0.11	5	0.11
Ethnicity: American Indian (N=8)														
Enrolled	4	50.00	3	37.50	1	12.50	1	12.50	1	12.50	0	0.00	0	0.00
Graduated	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	12.50	1	12.50
Transferred	2	25.00	3	37.50	5	62.50	5	62.50	5	62.50	5	62.50	5	62.50
Dropped Out	2	25.00	2	25.00	2	25.00	2	25.00	2	25.00	2	25.00	2	25.00
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: Asian (N=89)														
Enrolled	69	77.53	60	67.42	53	59.55	49	55.06	43	48.31	1	1.12	0	0.00
Graduated	0	0.00	0	0.00	0	0.00	0	0.00	1	1.12	42	47.19	42	47.19
Transferred	15	16.85	22	24.72	26	29.21	28	31.46	31	34.83	31	34.83	31	34.83
Dropped Out	5	5.62	7	7.87	10	11.24	12	13.48	14	15.73	15	16.85	16	17.98
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: African American (N=946)														
Enrolled	830	87.74	774	81.82	731	77.27	654	69.13	560	59.20	96	10.15	25	2.64
Graduated	0	0.00	0	0.00	0	0.00	0	0.00	6	0.63	377	39.85	423	44.71
Transferred	65	6.87	89	9.41	121	12.79	140	14.80	164	17.34	175	18.50	184	19.45
Dropped Out	51	5.39	83	8.77	94	9.94	152	16.07	216	22.83	298	31.50	314	33.19
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: Hispanic (N=1400)														
Enrolled	1170	83.57	1073	76.64	976	69.71	864	61.71	726	51.86	175	12.50	41	2.93
Graduated	0	0.00	0	0.00	0	0.00	1	0.07	9	0.64	428	30.57	506	36.14
Transferred	113	8.07	143	10.21	178	12.71	208	14.86	238	17.00	264	18.86	294	21.00
Dropped Out	117	8.36	184	13.14	245	17.50	326	23.29	426	30.43	532	38.00	558	39.86
Deceased	0	0.00	0	0.00	1	0.07	1	0.07	1	0.07	1	0.07	1	0.07
Ethnicity: White (N=2062)														
Enrolled	1639	79.49	1449	70.27	1341	65.03	1261	61.15	1121	54.36	81	3.93	23	1.12
Graduated	0	0.00	0	0.00	0	0.00	0	0.00	7	0.34	947	45.93	998	48.40
Transferred	291	14.11	437	21.19	513	24.88	566	27.45	642	31.13	655	31.77	662	32.11
Dropped Out	131	6.35	174	8.44	206	9.99	233	11.30	289	14.02	375	18.19	375	18.19
Deceased	1	0.05	2	0.10	2	0.10	2	0.10	3	0.15	4	0.19	4	0.19

Attachment B

1987-88 Cohort of First-Time Seventh Graders

N=4,573

Dropout Rate as of . . .	October 1988		October 1989		October 1990		October 1991		October 1992		October 1993	
	N	%	N	%	N	%	N	%	N	%	N	%
Ethnicity: Overall (N=4573)												
Enrolled	3870	84.63	3523	77.04	3238	70.81	2884	63.07	2536	55.46	371	8.11
Graduated	0	0.00	0	0.00	0	0.00	2	0.04	37	0.81	1893	41.40
Transferred	432	9.45	702	15.35	850	18.59	1015	22.20	1099	24.03	1182	25.85
Dropped Out	271	5.93	348	7.61	480	10.50	664	14.52	892	19.51	1117	24.43
Deceased	0	0.00	0	0.00	5	0.11	8	0.17	9	0.20	10	0.22
Ethnicity: American Indian (N=18)												
Enrolled	13	72.22	10	55.56	8	44.44	8	44.44	7	38.89	0	0.00
Graduated	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	7	38.89
Transferred	3	16.67	6	33.33	7	38.89	7	38.89	7	38.89	6	33.33
Dropped Out	2	11.11	2	11.11	3	16.67	3	16.67	4	22.22	5	27.78
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: Asian (N=107)												
Enrolled	92	85.98	81	75.70	78	72.90	70	65.42	65	60.75	3	2.80
Graduated	0	0.00	0	0.00	0	0.00	0	0.00	4	3.74	63	58.88
Transferred	9	8.41	19	17.76	20	18.69	25	23.36	25	23.36	25	23.36
Dropped Out	6	5.61	7	6.54	9	8.41	12	11.21	13	12.15	16	14.95
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: African American (N=902)												
Enrolled	799	88.58	746	82.71	696	77.16	619	68.63	552	61.20	104	11.53
Graduated	0	0.00	0	0.00	0	0.00	0	0.00	6	0.67	336	37.25
Transferred	64	7.10	103	11.42	112	12.42	147	16.30	167	18.51	191	21.18
Dropped Out	39	4.32	53	5.88	93	10.31	135	14.97	176	19.51	270	29.93
Deceased	0	0.00	0	0.00	1	0.11	1	0.11	1	0.11	1	0.11
Ethnicity: Hispanic (N=1473)												
Enrolled	1274	86.49	1170	79.43	1038	70.47	892	60.56	750	50.92	170	11.54
Graduated	0	0.00	0	0.00	0	0.00	1	0.07	16	1.09	481	32.65
Transferred	92	6.25	165	11.20	215	14.60	256	17.38	273	18.53	304	20.64
Dropped Out	107	7.26	138	9.37	217	14.73	320	21.72	430	29.19	514	34.89
Deceased	0	0.00	0	0.00	3	0.20	4	0.27	4	0.27	4	0.27
Ethnicity: White (N=2073)												
Enrolled	1692	81.62	1516	73.13	1418	68.40	1295	62.47	1162	56.05	94	4.53
Graduated	0	0.00	0	0.00	0	0.00	1	0.05	11	0.53	1006	48.53
Transferred	264	12.74	409	19.73	496	23.93	580	27.98	627	30.25	656	31.64
Dropped Out	117	5.64	148	7.14	158	7.62	194	9.36	269	12.98	312	15.05
Deceased	0	0.00	0	0.00	1	0.05	3	0.14	4	0.19	5	0.24

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Attachment B

1988-89 Cohort of First-Time Seventh Graders

N=4,345

	Dropout Rate as of . . .									
	October 1989		October 1990		October 1991		October 1992		October 1993	
	N	%	N	%	N	%	N	%	N	%
Ethnicity: Overall (N=4345)										
Enrolled	3743	86.14	3425	78.83	3116	71.71	2824	64.99	2523	58.07
Graduated	0	0.00	0	0.00	0	0.00	0	0.00	27	0.62
Transferred	427	9.83	653	15.03	850	19.56	976	22.46	1052	24.21
Dropped Out	173	3.98	264	6.08	376	8.65	541	12.45	738	16.99
Deceased	2	0.05	3	0.07	3	0.07	4	0.09	5	0.12
Ethnicity: American Indian (N=11)										
Enrolled	7	63.64	6	54.55	6	54.55	5	45.45	3	27.27
Graduated	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Transferred	3	27.27	4	36.36	4	36.36	5	45.45	5	45.45
Dropped Out	1	9.09	1	9.09	1	9.09	1	9.09	3	27.27
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: Asian (N=78)										
Enrolled	66	84.62	61	78.21	56	71.79	52	66.67	46	58.97
Graduated	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Transferred	9	11.54	12	15.38	18	23.08	21	26.92	24	30.77
Dropped Out	3	3.85	5	6.41	4	5.13	5	6.41	8	10.26
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: African American (N=855)										
Enrolled	757	88.54	705	82.46	645	75.44	581	67.95	517	60.47
Graduated	0	0.00	0	0.00	0	0.00	0	0.00	6	0.70
Transferred	69	8.07	104	12.16	141	16.49	157	18.36	159	18.60
Dropped Out	29	3.39	45	5.26	68	7.95	116	13.57	171	20.00
Deceased	0	0.00	1	0.12	1	0.12	1	0.12	2	0.23
Ethnicity: Hispanic (N=1462)										
Enrolled	1270	86.87	1184	80.98	1042	71.27	913	62.45	776	53.08
Graduated	0	0.00	0	0.00	0	0.00	0	0.00	10	0.68
Transferred	115	7.87	160	10.94	215	14.71	271	18.54	304	20.79
Dropped Out	77	5.27	118	8.07	205	14.02	278	19.02	372	25.44
Deceased	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: White (N=1939)										
Enrolled	1643	84.73	1469	75.76	1367	70.50	1273	65.65	1181	60.91
Graduated	0	0.00	0	0.00	0	0.00	0	0.00	11	0.57
Transferred	231	11.91	373	19.24	472	24.34	522	26.92	560	28.88
Dropped Out	63	3.25	95	4.90	98	5.05	141	7.27	184	9.49
Deceased	2	0.10	2	0.10	2	0.10	3	0.15	3	0.15

1989-90 Cohort of First-Time Seventh Graders

N=4,562

	Dropout Rate as of . . .							
	October 1990		October 1991		October 1992		October 1993	
	N	%	N	%	N	%	N	%
Ethnicity: Overall (N=4562)								
Enrolled	3878	85.01	3500	76.72	3206	70.28	2907	63.72
Graduated	0	0.00	0	0.00	0	0.00	1	0.00
Transferred	541	11.86	819	17.95	971	21.28	1120	24.55
Dropped Out	143	3.13	242	5.30	384	8.42	531	11.64
Deceased	0	0.00	1	0.02	1	0.02	3	0.07
Ethnicity: American Indian (N=14)								
Enrolled	12	85.71	9	64.29	8	57.14	6	42.86
Graduated	0	0.00	0	0.00	0	0.00	0	0.00
Transferred	1	7.14	3	21.43	4	28.57	7	50.00
Dropped Out	1	7.14	2	14.29	2	14.29	1	7.14
Deceased	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: Asian (N=87)								
Enrolled	72	82.76	63	72.41	61	70.11	56	64.37
Graduated	0	0.00	0	0.00	0	0.00	0	0.00
Transferred	13	14.94	18	20.69	21	24.14	24	27.59
Dropped Out	2	2.30	6	6.90	5	5.75	7	8.05
Deceased	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: African American (N=928)								
Enrolled	809	87.18	745	80.28	680	73.28	619	66.70
Graduated	0	0.00	0	0.00	0	0.00	0	0.00
Transferred	96	10.34	144	15.52	172	18.53	198	21.34
Dropped Out	23	2.48	39	4.20	76	8.19	111	11.96
Deceased	0	0.00	0	0.00	0	0.00	0	0.00
Ethnicity: Hispanic (N=1479)								
Enrolled	1271	85.94	1162	78.57	1048	70.86	914	61.80
Graduated	0	0.00	0	0.00	0	0.00	0	0.00
Transferred	143	9.67	196	13.25	235	15.89	280	18.93
Dropped Out	65	4.39	120	8.11	195	13.18	284	19.20
Deceased	0	0.00	1	0.07	1	0.07	1	0.07
Ethnicity: White (N=2054)								
Enrolled	1714	83.45	1521	74.05	1409	68.60	1312	63.88
Graduated	0	0.00	0	0.00	0	0.00	1	0.05
Transferred	288	14.02	458	22.30	539	26.24	611	29.75
Dropped Out	52	2.53	75	3.65	106	5.16	128	6.23
Deceased	0	0.00	0	0.00	0	0.00	2	0.10

Attachment B

1990-91 Cohort of First-Time Seventh Graders

N=4,741

	Dropout Rate as of . . .					
	October 1991		October 1992		October 1993	
	N	%	N	%	N	%
Ethnicity: Overall (N=4741)						
Enrolled	4101	86.50	3693	77.89	3405	71.82
Graduated	0	0.00	0	0.00	0	0.00
Transferred	467	9.85	752	15.86	983	20.73
Dropped Out	171	3.61	292	6.16	347	7.32
Deceased	2	0.04	4	0.08	6	0.13
Ethnicity: American Indian (N=10)						
Enrolled	7	70.00	6	60.00	5	50.00
Graduated	0	0.00	0	0.00	0	0.00
Transferred	3	30.00	4	40.00	5	0.00
Dropped Out	0	0.00	0	0.00	0	0.00
Deceased	0	0.00	0	0.00	0	0.00
Ethnicity: Asian (N=87)						
Enrolled	71	81.61	63	72.41	57	65.52
Graduated	0	0.00	0	0.00	0	0.00
Transferred	12	13.79	19	21.84	27	31.03
Dropped Out	4	4.60	5	5.75	3	3.45
Deceased	0	0.00	0	0.00	0	0.00
Ethnicity: African American (N=966)						
Enrolled	868	89.86	795	82.30	733	75.88
Graduated	0	0.00	0	0.00	0	0.00
Transferred	68	7.04	118	12.22	159	16.46
Dropped Out	29	3.00	52	5.38	72	7.45
Deceased	1	0.10	1	0.10	2	0.21
Ethnicity: Hispanic (N=1581)						
Enrolled	1388	87.79	1275	80.65	1150	72.74
Graduated	0	0.00	0	0.00	0	0.00
Transferred	115	7.27	180	11.39	255	16.13
Dropped Out	77	4.87	125	7.91	174	11.01
Deceased	1	0.06	1	0.06	2	0.13
Ethnicity: White (N=2097)						
Enrolled	1767	84.26	1554	74.11	1460	69.62
Graduated	0	0.00	0	0.00	0	0.00
Transferred	269	12.83	431	20.55	537	25.61
Dropped Out	61	2.91	110	5.25	98	4.67
Deceased	0	0.00	2	0.10	2	0.10

1991-92 Cohort of First-Time Seventh Graders

N=4,933

	Dropout Rate as of . . .			
	October 1992		October 1993	
	N	%	N	%
Ethnicity: Overall (N=4933)				
Enrolled	4296	87.09	3844	77.92
Graduated	0	0.00	0	0.00
Transferred	418	8.47	854	17.31
Dropped Out	219	4.44	234	4.74
Deceased	0	0.00	1	0.02
Ethnicity: American Indian (N=10)				
Enrolled	13	72.22	11	61.11
Graduated	0	0.00	0	0.00
Transferred	3	16.67	6	33.33
Dropped Out	2	11.11	1	5.56
Deceased	0	0.00	0	0.00
Ethnicity: Asian (N=87)				
Enrolled	59	84.29	49	70.00
Graduated	0	0.00	0	0.00
Transferred	6	8.57	17	24.29
Dropped Out	5	7.14	4	5.71
Deceased	0	0.00	0	0.00
Ethnicity: African American (N=998)				
Enrolled	872	87.37	792	79.36
Graduated	0	0.00	0	0.00
Transferred	86	8.62	157	15.73
Dropped Out	40	4.01	49	4.91
Deceased	0	0.00	0	0.00
Ethnicity: Hispanic (N=1729)				
Enrolled	1530	88.49	1372	79.35
Graduated	0	0.00	0	0.00
Transferred	112	6.48	244	14.11
Dropped Out	87	5.03	112	6.48
Deceased	0	0.00	1	0.06
Ethnicity: White (N=2118)				
Enrolled	1822	86.02	1620	76.49
Graduated	0	0.00	0	0.00
Transferred	211	9.96	430	20.30
Dropped Out	85	4.01	68	3.21
Deceased	0	0.00	0	0.00

Attachment B

1992-93 Cohort of First-Time Seventh Graders

N=5,350

Dropout Rate as of . . .	October 1993	
	N	%
Ethnicity: Overall (N=5350)		
Enrolled	4643	86.79
Graduated	0	0.00
Transferred	542	10.13
Dropped Out	163	3.08
Deceased	0	0.00
Ethnicity: American Indian (N=15)		
Enrolled	13	86.67
Graduated	0	0.00
Transferred	2	13.33
Dropped Out	0	0.00
Deceased	0	0.00
Ethnicity: Asian (N=87)		
Enrolled	72	82.76
Graduated	0	0.00
Transferred	9	10.34
Dropped Out	6	6.90
Deceased	0	0.00
Ethnicity: African American (N=1048)		
Enrolled	913	87.12
Graduated	0	0.00
Transferred	97	9.26
Dropped Out	38	3.63
Deceased	0	0.00
Ethnicity: Hispanic (N=1997)		
Enrolled	1764	88.33
Graduated	0	0.00
Transferred	158	7.91
Dropped Out	75	3.76
Deceased	0	0.00
Ethnicity: White (N=2203)		
Enrolled	1881	85.38
Graduated	0	0.00
Transferred	276	12.53
Dropped Out	46	2.09
Deceased	0	0.00

AUSTIN INDEPENDENT SCHOOL DISTRICT 02/24/94

OFFICE OF RESEARCH AND EVALUATION
PROGRAM: DRP4YEAR

FIRST-TIME NINTH GRADERS
HIGH SCHOOL 4 YEAR LONGITUDINAL DROPOUT RATE BY LOCATION

SCHOOL*	85-86 AS OF OCT.89 N	%	86-87 AS OF OCT.90 N	%	87-88 AS OF OCT.91 N	%	88-89 AS OF OCT.92 N	%	89-90 AS OF OCT.93 N	%
002 AUSTIN HS	109	23.7	65	17.0	70	18.2	116	23.8	99	24.6
003 JOHNSTON HS	123	20.5	101	18.6	101	21.2	178	36.3	197	34.9
004 LANIER HS	170	31.1	137	30.9	115	26.9	144	32.1	113	24.9
005 MCCALLUM HS	64	17.2	56	16.2	52	17.2	69	19.0	60	19.8
006 REAGAN HS	166	31.4	98	22.5	109	23.7	103	26.3	101	24.4
007 TRAVIS HS	225	32.9	175	27.4	178	30.3	86	22.8	109	26.0
008 CROCKETT HS	202	23.8	150	20.5	127	18.5	88	18.2	91	19.2
009 ANDERSON HS	104	20.3	91	22.6	107	22.0	63	18.3	53	15.0
010 L.B.J. HS	85	18.9	58	14.1	61	16.4	58	15.0	58	14.4
011 ROBBINS	26	68.4	70	63.6	37	57.8	22	66.7	40	71.4
012 ALTERNATIVE LEA	20	60.6	27	57.4	43	70.5	36	61.0	35	53.8
013 BOWIE HS	.	.	.	.	.	.	90	16.1	81	12.7
016 EVENING SCHOOL	1	100	5	100	2	66.7	3	100	1	100
250 AUSTIN STATE HO	17	94.4	20	90.9	16	84.2	15	78.9	3	15.0
251 DEVELOPMENTAL C	.	.	.	.	3	60.0	.	.	1	7.1
252 RIO GRANDE	16	80.0	21	80.8	16	72.7	5	38.5	12	70.6
253 HOMEBOUND	5	62.5	4	100	.	.	1	16.7	2	28.6
255 MARY LEE	13	68.4	11	78.6	15	71.4	7	50.0	4	33.3
256 GIRLSTOWN	.	.	10	100	.	.	.	.	.	.
258 CLIFTON CENTER	3	23.1	3	25.0	.	.	.	.	.	.
259 TEENAGE PARENT	16	69.6	13	59.1	20	74.1	16	72.7	31	79.5
260 SHOAL CREEK	22	73.3	18	85.7	7	63.6	14	82.4	1	12.5
261 CHILDRENS CENTE	4	66.7	2	50.0	1	100	.	.	.	.
262 SETTLEMENT CLUB	.	.	.	.	1	100	2	66.7	.	.
DISTRICT RATE	1391	26.7	1135	24.5	1081	24.4	1116	24.6	1092	23.4

. * NOT AN ACTIVE SCHOOL AT THIS TIME.
* * SCHOOL LOCATION IS FOR 9TH GRADE YEAR AND DOES NOT NECESSARILY MEAN STUDENT DROPPED FROM THAT SCHOOL.
NOTE: BOUNDARY CHANGES OCCURRED IN 1987-88 AND THE BOWIE HIGH SCHOOL OPENED IN FALL 1988.

FIRST-TIME NINTH GRADERS
HIGH SCHOOL 4 YEAR LONGITUDINAL DROPOUT RATE BY LOCATION

ETHNICITY: AMERICAN INDIAN

SCHOOL*	85-86 AS OF OCT.89 N	%	86-87 AS OF OCT.90 N	%	87-88 AS OF OCT.91 N	%	88-89 AS OF OCT.92 N	%	89-90 AS OF OCT.93 N	%
002 AUSTIN HS	.	.	.	.	.	.	.	.	1	33.3
003 JOHNSTON HS	.	.	.	.	.	.	1	50.0	.	.
004 LANIER HS	.	.	3	50.0	.	.	.	.	1	33.3
005 MCCALLUM HS	.	.	.	.	.	.	1	50.0	1	50.0
006 REAGAN HS	.	.	.	.	1	100	.	.	.	.
007 TRAVIS HS	3	60.0	3	50.0	2	40.0	1	50.0	.	.
008 CROCKETT HS	3	42.9	1	33.3	.	.	.	.	.	.
009 ANDERSON HS	.	.	.	.	.	.	1	100	.	.
011 ROBBINS	.	.	1	50.0	1	100	.	.	.	.
255 MARY LEE	1	100	.	.	.	.	.	.	.	.
DISTRICT RATE	7	35.0	8	36.4	4	30.8	4	36.4	3	17.6

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NOTE: BOUNDARY CHANGES OCCURRED IN 1987-88 AND THE BOWIE HIGH SCHOOL OPENED IN FALL 1988.

FIRST-TIME NINTH GRADERS
HIGH SCHOOL 4 YEAR LONGITUDINAL DROPOUT RATE BY LOCATION

ETHNICITY: ASIAN

SCHOOL*	85-86 AS OF OCT.89 N	%	86-87 AS OF OCT.90 N	%	87-88 AS OF OCT.91 N	%	88-89 AS OF OCT.92 N	%	89-90 AS OF OCT.93 N	%
002 AUSTIN HS	3	42.9	.	.	.	.	.	.	1	16.7
003 JOHNSTON HS	4	57.1	3	30.0	.	.	4	28.6	2	18.2
004 LANIER HS	8	30.8	9	34.6	3	12.5	3	17.6	6	19.4
005 MCCALLUM HS	.	.	.	.	1	10.0	2	33.3	1	20.0
006 REAGAN HS	5	27.8	3	16.7	3	25.0	1	33.3	5	33.3
007 TRAVIS HS	4	23.5	1	6.3	1	7.7	2	20.0	1	16.7
008 CROCKETT HS	.	.	1	11.1	2	13.3	1	11.1	.	.
009 ANDERSON HS	1	9.1	1	10.0	3	21.4	1	10.0	2	22.2
010 L.B.J. HS	2	18.2	2	40.0	1	10.0	.	.	.	.
013 BOWIE HS	.	.	.	.	.	.	1	6.7	3	27.3
016 EVENING SCHOOL	.	.	.	.	.	.	1	100	.	.
253 HOMEBOUND	.	.	.	.	.	.	1	100	.	.
260 SHOAL CREEK	.	.	1	100	.	.	.	.	.	.
DISTRICT RATE	27	23.9	21	19.3	14	12.4	17	15.6	21	18.3

. * NOT AN ACTIVE SCHOOL AT THIS TIME.
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NOTE: BOUNDARY CHANGES OCCURRED IN 1987-88 AND THE BOWIE HIGH SCHOOL OPENED IN FALL 1988.

FIRST-TIME NINTH GRADERS
HIGH SCHOOL 4 YEAR LONGITUDINAL DROPOUT RATE BY LOCATION

ETHNICITY: AFRICAN AMERICAN

SCHOOL*	85-86 AS OF OCT.89 N	%	86-87 AS OF OCT.90 N	%	87-88 AS OF OCT.91 N	%	88-89 AS OF OCT.92 N	%	89-90 AS OF OCT.93 N	%
002 AUSTIN HS	12	19.7	5	13.2	4	12.5	14	25.0	15	36.6
003 JOHNSTON HS	19	24.1	17	18.9	18	23.7	37	33.3	50	41.3
004 LANIER HS	35	31.8	39	37.5	30	26.3	47	42.7	34	28.1
005 MCCALLUM HS	1	3.2	3	9.7	5	16.1	26	29.2	19	30.2
006 REAGAN HS	59	33.9	34	22.4	37	21.1	57	29.5	47	27.6
007 TRAVIS HS	19	21.6	27	30.7	25	32.1	10	32.3	13	36.1
008 CROCKETT HS	11	18.0	21	33.9	14	23.7	5	15.2	11	19.6
009 ANDERSON HS	12	17.6	13	22.8	19	27.1	14	33.3	7	26.9
010 L.B.J. HS	57	22.1	39	16.1	49	23.7	41	19.0	37	20.4
011 ROBBINS	2	100	16	76.2	8	53.3	7	63.6	6	66.7
012 ALTERNATIVE LEA	9	64.3	8	44.4	24	72.7	19	63.3	16	51.6
013 BOWIE HS	.	.	.	.	.	.	6	14.3	7	16.3
016 EVENING SCHOOL	.	.	1	100	.	.	.	.	.	.
250 AUSTIN STATE HO	1	100	8	100	4	100	2	100	.	.
252 RIO GRANDE	11	84.6	13	86.7	8	66.7	1	25.0	10	66.7
253 HOMEBOUND	.	.	2	100	.	.	.	.	.	.
255 MARY LEE	7	70.0	5	100	5	62.5	6	60.0	2	28.6
256 GIRLSTOWN	.	.	2	100	.	.	.	.	.	.
259 TEENAGE PARENT	5	55.6	9	81.8	7	87.5	6	75.0	13	81.3
DISTRICT RATE	260	26.5	262	27.6	257	27.8	298	30.1	287	30.5

. * NOT AN ACTIVE SCHOOL AT THIS TIME.
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NOTE: BOUNDARY CHANGES OCCURRED IN 1987-88 AND THE BOWIE HIGH SCHOOL OPENED IN FALL 1988.

Attachment C

FIRST-TIME NINTH GRADERS
HIGH SCHOOL 4 YEAR LONGITUDINAL DROPOUT RATE BY LOCATION

ETHNICITY: HISPANIC

SCHOOL*	85-86 AS OF OCT.89 N	%	86-87 AS OF OCT.90 N	%	87-88 AS OF OCT.91 N	%	88-89 AS OF OCT 92 N	%	89-90 AS OF OCT.93 N	%
002 AUSTIN HS	44	34.4	28	25.7	29	22.8	76	40.0	56	38.1
003 JOHNSTON HS	66	31.6	48	28.2	56	29.0	102	40.5	123	39.4
004 LANIER HS	29	33.0	23	30.7	29	36.3	43	42.2	41	35.7
005 MCCALLUM HS	19	27.9	21	25.6	14	24.6	15	27.3	17	31.5
006 REAGAN HS	39	40.2	25	30.5	43	43.9	27	31.8	33	29.2
007 TRAVIS HS	98	37.3	81	31.6	101	37.0	53	25.5	72	29.0
008 CROCKETT HS	68	26.2	58	25.1	53	23.9	40	22.7	45	25.1
009 ANDERSON HS	47	32.9	58	40.3	52	38.0	18	31.0	17	33.3
010 L.B.J. HS	10	27.0	9	26.5	9	22.0	9	27.3	7	14.3
011 ROBBINS	2	66.7	31	70.5	13	59.1	10	76.9	25	73.5
012 ALTERNATIVE LEA	5	45.5	10	58.8	10	66.7	10	47.6	13	59.1
013 BOWIE HS	.	.	.	.	.	.	27	20.9	33	25.2
016 EVENING SCHOOL	1	100	2	100	1	100	1	100	.	.
250 AUSTIN STATE HO	5	100	2	100	3	75.0	2	100	.	.
251 DEVELOPMENTAL C	.	.	.	.	1	100	.	.	.	.
252 RIO GRANDE	2	50.0	5	83.3	7	100	.	.	2	100
253 HOMEBOUND	2	66.7	.	.	.	.	.	.	.	.
255 MARY LEE	1	50.0	4	80.0	4	66.7	.	.	1	50.0
256 GIRLSTOWN	.	.	2	100	.	.	.	.	.	.
258 CLIFTON CENTER	.	.	1	20.0	.	.	.	.	.	.
259 TEENAGE PARENT	7	87.5	4	36.4	10	66.7	10	76.9	13	81.3
260 SHOAL CREEK	1	100	1	100	.	.	3	100	.	.
261 CHILDRENS CENTE	1	100	1	100	1	100	.	.	.	.
262 SETTLEMENT CLUB	.	.	.	.	.	.	1	100	.	.
DISTRICT RATE	447	33.3	414	32.3	436	33.4	447	33.2	498	33.5

. * NOT AN ACTIVE SCHOOL AT THIS TIME.
* * SCHOOL LOCATION IS FOR 9TH GRADE YEAR AND DOES NOT NECESSARILY MEAN STUDENT DROPPED FROM THAT SCHOOL.
NOTE: BOUNDARY CHANGES OCCURRED IN 1987-88 AND THE BOWIE HIGH SCHOOL OPENED IN FALL 1988.

FIRST-TIME NINTH GRADERS
HIGH SCHOOL 4 YEAR LONGITUDINAL DROPOUT RATE BY LOCATION

ETHNICITY: WHITE

SCHOOL*	85-86 AS OF OCT.89 N	%	86-87 AS OF OCT.90 N	%	87-88 AS OF OCT.91 N	%	88-89 AS OF OCT.92 N	%	89-90 AS OF OCT.93 N	%
002 AUSTIN HS	50	18.9	32	13.9	37	17.0	26	11.2	26	12.7
003 JOHNSTON HS	34	11.1	33	12.2	27	13.6	34	30.6	22	18.5
004 LANIER HS	98	30.7	63	27.2	53	25.6	51	23.4	31	16.8
005 MCCALLUM HS	44	16.4	32	14.4	32	15.7	25	11.8	22	12.1
006 REAGAN HS	63	26.6	36	19.7	25	14.5	18	16.4	16	13.9
007 TRAVIS HS	101	32.6	63	23.1	49	22.4	20	15.7	23	18.1
008 CROCKETT HS	120	23.5	69	16.2	58	14.9	42	15.8	35	15.2
009 ANDERSON HS	44	15.3	19	9.9	33	12.4	29	12.4	27	10.1
010 L.B.J. HS	16	11.1	8	6.2	2	1.8	8	6.5	14	9.1
011 ROBBINS	22	66.7	22	51.2	15	57.7	5	55.6	9	69.2
012 ALTERNATIVE LEA	6	75.0	9	75.0	9	69.2	7	87.5	6	50.0
013 BOWIE HS	.	.	.	.	.	.	56	15.1	38	8.4
016 EVENING SCHOOL	.	.	2	100	1	50.0	1	100	1	100
250 AUSTIN STATE HO	11	91.7	10	83.3	9	81.8	11	73.3	3	21.4
251 DEVELOPMENTAL C	.	.	.	.	2	66.7	.	.	1	14.3
252 RIO GRANDE	3	100	3	60.0	1	33.3	4	57.1	.	.
253 HOMEBOUND	3	60.0	2	100	.	.	.	.	2	50.0
255 MARY LEE	4	66.7	2	50.0	6	85.7	1	25.0	1	33.3
256 GIRLSTOWN	.	.	6	100	.	.	.	.	.	.
258 CLIFTON CENTER	3	60.0	2	40.0	.	.	.	.	.	.
259 TEENAGE PARENT	4	66.7	.	.	3	75.0	.	.	5	71.4
260 SHOAL CREEK	21	77.8	16	88.9	7	63.6	11	78.6	1	14.3
261 CHILDRENS CENTE	3	60.0	1	33.3	.	.	.	.	.	.
262 SETTLEMENT CLUB	.	.	.	.	1	100	1	50.0	.	.
DISTRICT RATE	650	23.6	430	18.9	370	17.9	350	16.9	283	13.5

. * NOT AN ACTIVE SCHOOL AT THIS TIME.
* * SCHOOL LOCATION IS FOR 9TH GRADE YEAR AND DOES NOT NECESSARILY MEAN STUDENT DROPPED FROM THAT SCHOOL.
NOTE: BOUNDARY CHANGES OCCURRED IN 1987-88 AND THE BOWIE HIGH SCHOOL OPENED IN FALL 1988.

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AUSTIN INDEPENDENT SCHOOL DISTRICT

02/17/94

OFFICE OF RESEARCH AND EVALUATION
PROGRAM NAME DRPCHART

1992-93 DROPOUT RATES THROUGH OCTOBER, 1993

	SIX WEEKS							9-12		*DROPOUT%		92-93 DIFF
	1	2	3	4	5	6	SUMMER	TOTAL	ENROLLMENT	91-92	92-93	OF 91-92
A. [illegible]	5	4	22	14	6	7	4	61	150	20.7	40.7	20.0
[illegible]	5	9	4	9	8	2	9	46	1460	6.2	3.2	-3.0
AUSTIN HS	11	40	20	35	39	15	20	180	1989	7.1	9.0	1.9
BOWIE HS	8	17	8	11	19	2	30	95	2442	5.5	3.9	-1.6
CROCKETT HS	5	23	12	49	22	12	68	196	1786	8.4	11.0	2.6
JOHNSTON HS	12	40	22	51	12	4	116	257	1923	11.7	13.4	1.7
L.B.J. HS	5	4	11	6	10	8	11	55	1352	3.5	4.1	0.6
LANIER HS	6	11	10	41	5	9	18	100	1426	10.4	7.0	-3.4
MCCALLUM HS	1	8	3	18	13	5	30	80	1435	7.6	5.6	-2.0
REAGAN HS	6	12	12	23	6	11	61	136	1442	7.2	9.4	2.2
ROBBINS	34	40	18	18	30	22	48	267	582	35.4	45.9	10.5
TRAVIS HS	10	29	22	36	17	16	32	162	1590	8.9	10.2	1.3
SUBTOTAL	108	237	229	316	186	113	447	1635	17577	8.9	9.3	0.4
AUSTIN STATE	2	0	0	0	1	0	2	5	37	16.1	13.5	-2.6
CHILDRENS CE	0	0	0	0	0	0	0	0	4	0.0	0.0	0.0
CLIFTON CENT	0	1	0	0	1	1	2	5	95	3.0	5.3	2.3
EVENING SCHO	9	18	10	12	7	9	30	95	249	47.3	38.2	-9.1
HOMEBOUND	0	0	2	1	0	0	3	6	35	11.5	17.1	5.6
MARY LEE	0	0	0	0	1	0	3	4	8	0.0	50.0	50.0
RIO GRANDE	1	5	4	3	7	0	8	28	55	44.9	50.9	6.0
ROSEDALE	0	0	0	0	0	0	0	0	51	6.7	0.0	-6.7
SUBTOTAL	12	24	16	16	17	10	48	143	534	28.8	26.8	-2.0
TOTAL	120	261	244	332	203	123	495	1778	18111	9.5	9.8	0.3

	SIX WEEKS							7-8		*DROPOUT%		92-93 DIFF
	1	2	3	4	5	6	SUMMER	TOTAL	ENROLLMENT	91-92	92-93	OF 91-92
A. [illegible]	1	5	12	6	11	8	16	59	150	20.6	39.3	18.7
BEDICHEK MS	0	2	1	2	1	0	11	17	779	1.4	2.2	0.8
BURNET MS	3	2	0	0	1	0	2	9	687	3.0	1.2	-1.8
COVINGTON MS	0	0	1	1	0	0	1	3	1089	1.4	0.3	-1.1
DOBIE MS	3	2	3	3	4	3	34	52	700	4.9	7.1	2.3
FULMORE MS	1	0	1	0	0	0	3	5	678	0.6	0.7	0.1
KEALING JHS	2	4	9	2	8	0	20	45	921	3.9	4.9	1.0
[illegible]	0	1	1	0	1	2	13	18	569	2.7	3.2	0.5
MARTIN JHS	1	3	1	1	1	0	14	21	701	2.8	3.0	0.5
MENDEZ MS	0	1	2	2	0	3	31	39	826	4.2	4.7	0.5
MURCHISON MS	0	0	1	2	3	3	7	16	637	3.9	2.5	-1.4
O. HENRY MS	0	0	0	1	2	1	12	16	585	3.7	2.7	-1.0
PEARCE MS	0	0	0	1	1	1	11	20	601	4.5	3.3	-1.2
PORTER MS	0	2	1	2	3	1	11	20	875	2.7	2.3	-0.4
ROBBINS	0	1	1	0	1	0	1	4	28	48.0	14.3	-33.7
WEBB MS	1	5	7	2	2	0	0	17	461		3.7	0.0
SUBTOTAL	12	29	41	25	39	22	193	360	10296	3.6	3.5	-0.1
AUSTIN STATE	2	1	0	1	0	0	1	5	26	24.3	19.2	-5.1
HOMEBOUND	0	0	0	0	0	0	0	0	6	10.0	0.0	-10.0
MARY LEE	0	0	0	0	0	1	5	6	19	0.0	31.6	31.6
RIO GRANDE	0	0	0	2	3	4	6	15	36	26.2	41.7	15.5
ROSEDALE	1	0	0	0	0	0	1	2	9	16.7	22.2	5.5
SHOAL CREEK	0	0	0	0	0	0	0	0	3	0.0	0.0	0.0
SUBTOTAL	3	1	0	3	3	5	13	28	99	19.8	28.3	8.5
TOTAL	15	29	41	28	42	27	206	388	10395	3.8	3.7	-0.1

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